

Vol. III

JUNE, 1917

No. 2

BULLETIN  
OF THE  
STATE NORMAL SCHOOL  
FREDERICKSBURG, VA.



Sixth Annual Catalogue

CATALOGUE 1916-1917

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ANNOUNCEMENTS 1917-1918

Published quarterly in January, April, June and October

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Seventh Session Begins September 11, 1917

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Entered as second-class matter April 12, 1915, at the Post Office at  
Fredericksburg, Va., under the Act of August 24, 1912



187 N. S. Long  
Fort Myers  
N. Y.







FACULTY and STUDENT BODY STATE NORMAL SCHOOL  
Fredericksburg Virginia April 27 1916

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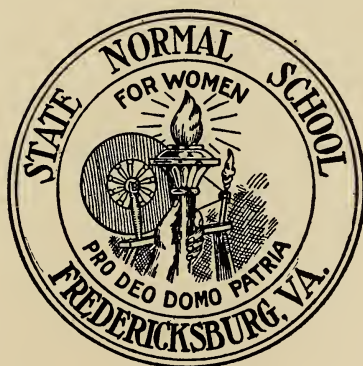
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SIXTH ANNUAL CATALOGUE

# State Normal School

## For Women

Fredericksburg, Virginia



CATALOGUE FOR 1916-1917

ANNOUNCEMENTS FOR 1917-1918

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Session Opens September 11, 1917







RUSSELL HALL, FRONTING GROVE





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## A Teacher's Creed

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I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out of doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

# CALENDAR

1917

JULY							AUGUST							SEPTEMBER						
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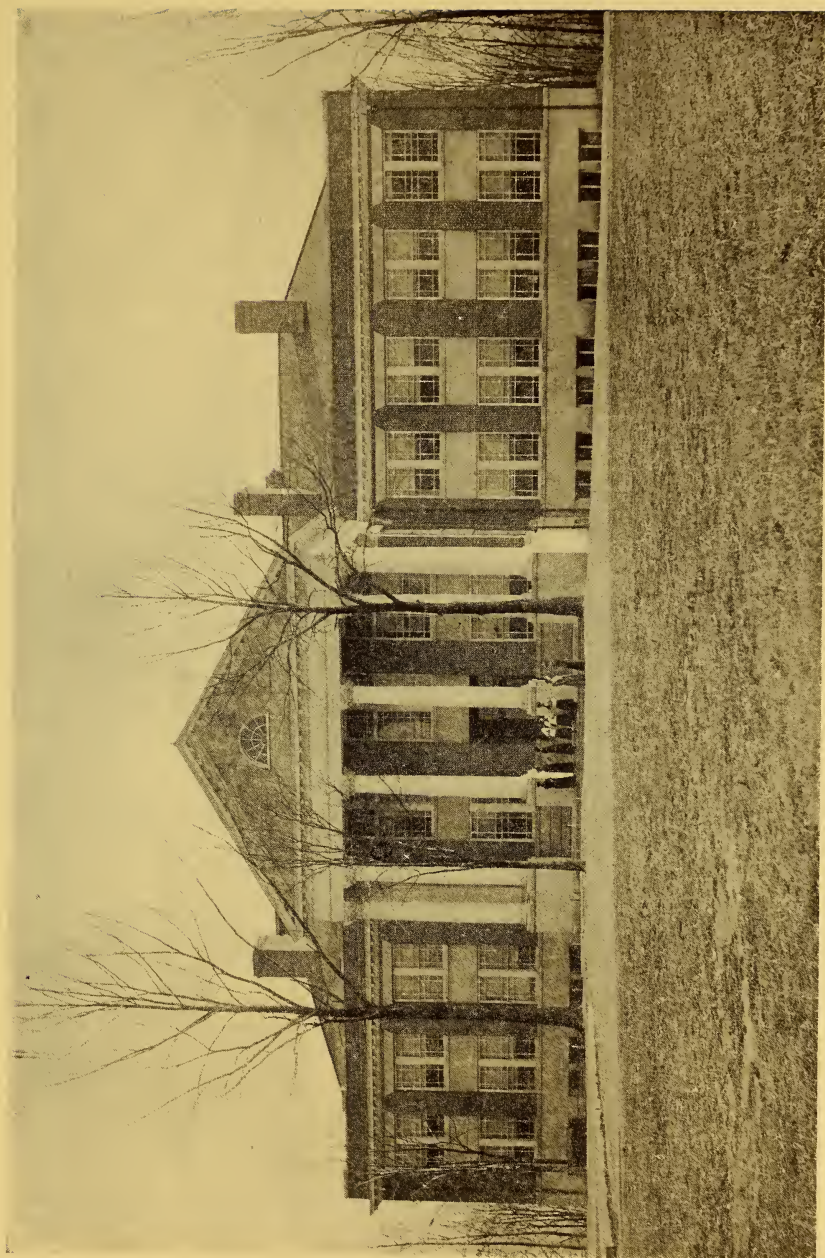
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1918

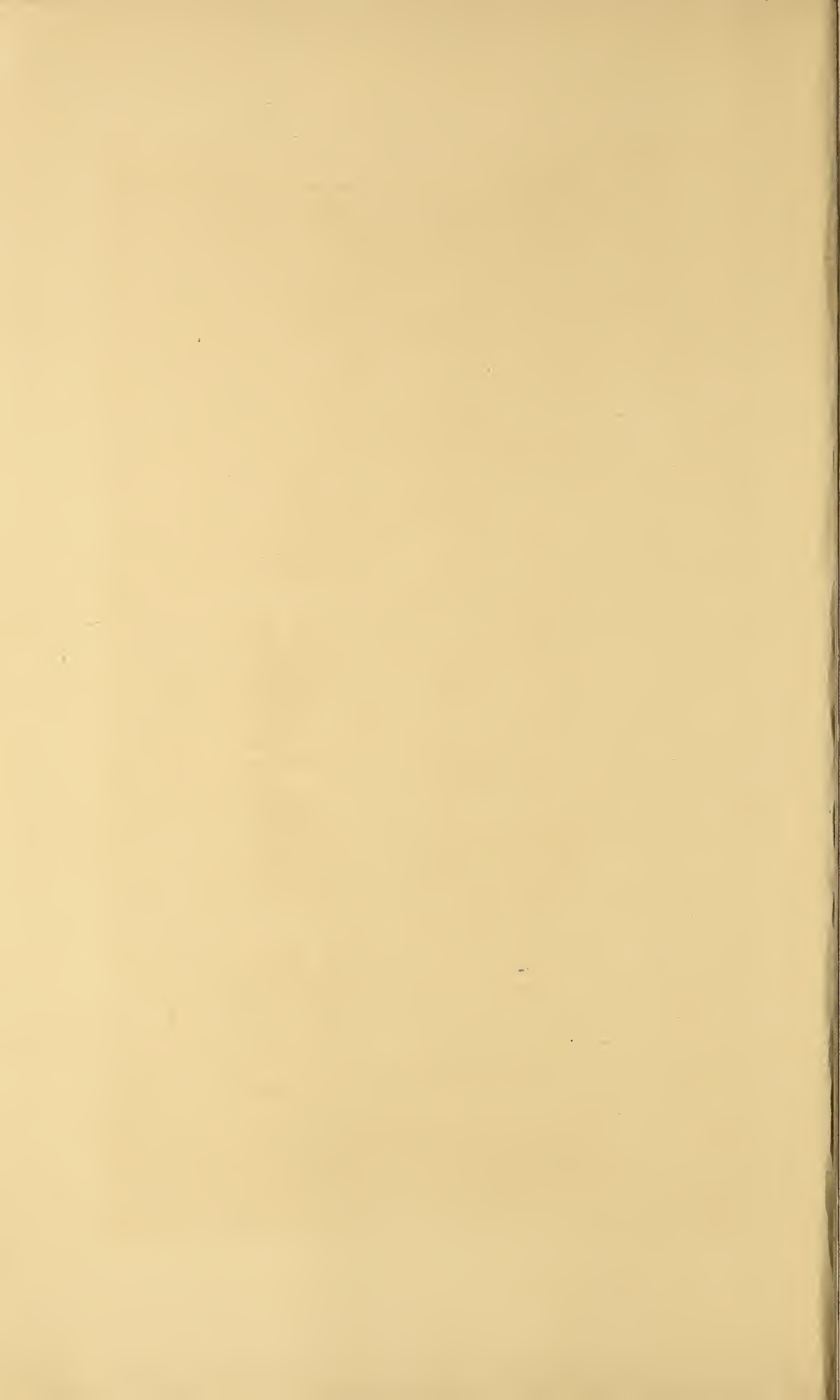
JANUARY							FEBRUARY							MARCH						
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APRIL							MAY							JUNE						
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RUSSELL HALL







VIRGINIA HALL



## Calendar 1916-17

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Session Opens.....	September 11th
Thanksgiving Holiday.....	November 29th and 30th
Christmas Holiday..	Noon December 20th to January 1st, exclusive
First Term Closes.....	January 30th
Second Term Begins.....	January 31st
Session Closes.....	June 4th
Registration and Classification of New Students,	
	September 10th and 11th
Registration and Classification of Old Students....	September 12th
Entrance Examinations.....	September 14th
Class Work Begins .....	September 13th
Students' Report Periods End.....	{ November 13th
	{ January 30th
	{ April 3rd
	{ May 31st

### NOTE

The dormitory will be open for boarders and dinner will be served on Monday, September 10th. All new students, and those former students who are candidates for special examinations, will report to the Dean on September 10th and 11th, so that they will be ready for special examinations September 14th.

Students returning late after holidays or leaving before a holiday begins will be given zero on every recitation missed unless excused by the Dean.

As noted in the calendar, the second term begins January 31st. New classes are formed at that time and students who find it impossible to enter in September are urged to enter on that date. It is not desirable, however, that students in the professional department enter in February. In fact it is practically impossible for such students to pursue the course, owing to the nature of the subjects and the schedule.

The schedule of lectures for 1917-18 is printed separately, and will be adhered to strictly. Students are requested to note this schedule and plan their work accordingly. Schedules mailed on application.



## Virginia Normal School Board

---

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MERRITT T. COOKE, 423 W. Bute St., Norfolk, Va.  
W. C. LOCKER, 805 E. Marshall St., Richmond, Va.  
GOV. H. C. STUART, *Ex Officio*.  
R. C. STEARNES, *Superintendent Public Instruction*, Richmond, Va.  
A. STUART ROBERTSON, *Secretary-Auditor*, Staunton, Va.

---

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### FINANCE COMMITTEE

MESSRS. SHEWMAKE, RUSSELL, WHITE, AND HULL



FRANCES WILLARD HALL.



# FACULTY

Session 1916-1917

The order in which the names occur has no special significance.

---

E. H. RUSSELL

PRESIDENT

Richmond City High School, Richmond College, and V. M. I.; Principal of Schools at Pulaski City; Commandant at Fishburne Military Academy; Superintendent of Schools, Bristol, Va.; State School Examiner; Founder and Conductor of Summer School for Teachers at Emory and Henry College; Conductor Summer School at Fredericksburg, Va.; President State Teachers' Association, 1914; President Fredericksburg State Normal, 1911—.

A. B. CHANDLER, JR., B. A., M. A.

DEAN AND RURAL SCHOOL PROBLEMS

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and M. A., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of *News-Leader*; Fredericksburg State Normal School, 1911—.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg State Normal School, 1911—.



**BUNYAN Y. TYNER, B. A., M. A.****EDUCATION**

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Fredericksburg State Normal School, 1912—.

**LUCY S. SAUNDERS, B. S.****TRAINING SCHOOL SUPERVISING PRINCIPAL**

Graduate State Normal School, Huntington, W. Va.; B. S. Teachers' College, Columbia University, with Special Diploma in Supervision; Teacher in Private Schools of Virginia and Mississippi; Teacher and Principal in Public Schools of Virginia; Supervisor Elementary School, Emporia, Va.; County Supervising Principal, Greenville County, Va.; Fredericksburg State Normal School, 1916.

**MARY SOMERVILLE GAMMON, B. A.****ENGLISH**

Preparatory Education in Public and Private Schools of Tennessee; B. A., University of Tennessee; Summer Courses, Summer School of the South; Instructor, Sullins College; Instructor in English and Latin, Ward Seminary; Instructor in English and Chairman of Classification Committee, Stuart Hall; Secretary Virginia Association of Colleges and Schools for Girls; Head of Department of English, Fredericksburg State Normal School, 1916—

**ISLA V. SMITH, B. L., B. S.****ASSISTANT IN EDUCATION AND ENGLISH**

Preparatory Education in Public Schools of Columbus, Ga.; B. L., Judson College, Marion, Ala.; Graduate and Postgraduate of the Training School for Kindergartners, Richmond, Va.; Student at the William Fox Training School, Richmond, Va.; Experience in Public School Work, Richmond, Va.; Student in Summer Schools of Virginia; Teacher of High School Normal Training Course and Grade Supervisor, Charlotte C. H., Va.; B. S. of Teachers' College, 1915-16; Assistant in Department of Education and English, Fredericksburg Normal School, 1916-17.

**EPSIE G. CAMPBELL, B. M., B. S.**

Educated in South Georgia College and Bessie Tift College; B. M., Bessie Tift College; Barilli School of Music; Student at American Institute of Applied Music; B. S., Columbia University; Special Diploma in Household Arts Education, Teachers' College; Teacher of Piano, Theory, and Harmony, Bessie Tift College; Head of Household Arts Department Bessie Tift College; Head of Household Arts Department, Fredericksburg State Normal School, 1916—.





THE PRESIDENT'S HOME



OLIVE M. HINMAN

MANUAL TRAINING AND DRAWING

Educated under Private Tutors in Norfolk and Atlanta; Graduate Farmville State Normal; Special Student in Chicago and New York; Special Drawing Demonstrator for Prang Co. in several States; Supervisor of Drawing, Columbia, Pa.; Teacher of Drawing in several Virginia Summer Schools; Student of Fine Arts at Columbia; Fine Arts Diploma from Teachers' College; Teacher in Summer School of University of Vermont; Fredericksburg State Normal School, 1911—.

VIRGINIA M. GOOLRICK, B. S.

HISTORY

Educated in Private and Public Schools and the High School of Fredericksburg; Summer Courses at University of Virginia and Columbia University; B. S. of Columbia University; Two Years' Course at Teachers' College; Diploma in History, Teachers' College; Instructor in Virginia Summer Schools; Teacher in Public Schools of Fredericksburg; Scholarship in History at Teachers' College, 1910-11; Fredericksburg State Normal School, 1911—.

ROY S. COOK, B. S., M. S.

ASSISTANT IN SCIENCE AND MATHEMATICS

Preparatory Education at Miller School, Miller School, Va.; B. S. and M. S., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of Public High School at Accomac, Va.; Fredericksburg State Normal School, 1916—.

ETHEL BLACK, B. A., M. A.

LATIN AND MODERN LANGUAGES

Preparatory Education in Public Schools of Norfolk, Va.; B. A., Randolph-Macon Woman's College; Teacher in Statesville Female College, Statesville, N. C.; Instructor in Latin in Randolph-Macon Woman's College; Holder of Curtis Scholarship at Columbia University; M. A., Columbia University; Fredericksburg State Normal School, 1914—.

EULA D. ATKINSON

RURAL ARTS

Graduate State Normal School, Florence, Ala.; Teachers' College, Columbia University; Chicago University Summer School; Supervisor of Training School of State Normal School, Jacksonville, Ala.; Supervisor of Rural Schools, Calhoun County, Alabama; Department of Rural Schools, Illinois Normal University, Normal, Ill.; Department of Rural Schools, Salem College, Salem, W. Va.; Fredericksburg State Normal School, 1914—.

MARGARET E. FRASER

PUBLIC SCHOOL MUSIC

Educated in Boston Public Schools; Graduate in Piano, Harmony, and Counterpoint, Copley Square School of Music, Boston, Mass.; vocal instruction under private teachers, Boston, Mass.; Summer Work at Cornell University; Solo and Choir Work in churches of Boston, Mass.:

Teacher of Music for eight years in Copley Square School of Music, Boston, Mass.; Teacher of Music in the Summer School, University of Virginia, 1914-16; Fredericksburg State Normal School, 1912—.

### \*GUNYON M. HARRISON

#### ASSISTANT IN MATHEMATICS

Full Graduate V. M. I. in Electrical Engineering; Principal White Stone High School; served for several years in Electrical Department of Union Pacific Railroad; engaged in Electrical Engineering Contract Work in Fredericksburg; Fredericksburg State Normal School, 1911—.

### GRACE HOUCHEN

#### DIRECTOR PHYSICAL EDUCATION

Graduate High School and Normal School, Washington, D. C.; Summer School, Department of Physical Education, Harvard University; Aesthetic Dancing under Private Teachers; Teacher of Primary Grades, Public Schools, Washington, D. C.; Teacher of Elementary Grades, Industrial Home School, Washington, D. C.; Supervisor of Physical Education, Public Schools, Washington, D. C.; Summer Playground and Industrial Work, Washington, D. C.; Summer School, Fredericksburg State Normal; Director Physical Education, Fredericksburg State Normal School, 1916.

### NORA C. WILLIS

#### INSTRUCTOR IN INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate in Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Fredericksburg State Normal School, 1911—.

### CHARLOTTE ROSS PEOPLES, A. B.

#### GRAMMAR GRADE SUPERVISOR AND ENGLISH

Graduate of the Central Michigan Normal, and A. B. of the University of Michigan; experience in the Public Schools of Michigan; Instructor in English and History and Principal of the High School, Mancelona, Mich.; Principal of the Benzie County Normal, Frankfort, Mich.; Fredericksburg State Normal School, 1914—.

### MARION C. FORBES

#### HEAD OF THE HOME

Graduate of State Female Normal School, Farmville; taught for several terms in Public Schools of Houston and Radford, Va.; Head of the Home at Woman's College, Richmond, Va.; Fredericksburg State Normal School, 1911—.

### MARY S. YATES

#### LIBRARIAN

Graduate of Southern Presbyterian College, Red Springs, N. C.; Teacher in Graded Schools of Greensboro, N. C.; Graduate of Library Training School, Carnegie Library of Atlanta, Ga.; Fredericksburg State Normal School, 1915—.

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\*Absent on leave, while commanding Company K, Second Virginia Regiment.



## Business and Home Departments

---

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MARION C. FORBES.....	<i>Head of the Home</i>
MRS. MARY B. CHEW.....	<i>Assistant to the Head of the Home</i>
MRS. PARKE D. CARTER.....	<i>Housekeeper</i>
DR. C. MASON SMITH.....	<i>School Physician</i>
LEON CLARKE.....	<i>Bookkeeper</i>

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MARION C. FORBES

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ETHEL BLACK

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MARY S. YATES

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EPSIE CAMPBELL

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MARY S. GAMMON

VIRGINIA M. GOOLRICK

EULA D. ATKINSON

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LOUISE LEWIS

VIRGINIA M. GOOLRICK

OLIVE M. HINMAN

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NORA C. WILLIS

MARION C. FORBES

OLIVE M. HINMAN

GRACE HOUCHEN

EPSIE CAMPBELL

LOUISE LEWIS

## FACULTY ADVISOR FOR Y. W. C. A.

EULA D. ATKINSON

## FACULTY ADVISORY COMMITTEE FOR RUSSELL LITERARY SOCIETY

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MARGARET E. FRASER

OLIVE M. HINMAN

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W. N. HAMLET, *Chairman*

ETHEL BLACK

VIRGINIA M. GOOLRICK

# Fredericksburg Public Schools

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By an arrangement between the two Boards of Trustees, the primary and grammar grades of the Fredericksburg Public Schools are used as the observation and training school for the State Normal School.

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## Board of Trustees

### FREDERICKSBURG PUBLIC SCHOOLS

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S. M. JANNEY

B. P. WILLIS

JOSEPH M. GOLDSMITH

DR. R. J. PAYNE

HUGH SCOTT

---

## Teachers

---

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CITY SUPERINTENDENT

A. B., William and Mary College; Graduate in Education, University of Virginia; M. A., Columbia University, N. Y.

LUCY S. SAUNDERS

PRINCIPAL TRAINING SCHOOL

L. MAY PERRIN, CRITIC TEACHER

FIRST GRADE

Fredericksburg Normal and Teachers' College Summer School

MYRTLE TOWNES, CRITIC TEACHER

SECOND GRADE

State Normal School, Farmville, Va.; Teachers' College Summer School

REBEKAH PECK, CRITIC TEACHER

THIRD GRADE

State Normal School, Farmville, Va.

## HELEN WINSTON, CRITIC TEACHER

## FOURTH GRADE

Public Schools, Bristol, Va.; State Normal School, Farmville; Summer Sessions, Columbia University, N. Y.

## SELMA ULMAN

## FOURTH GRADE

Fredericksburg Public Schools; Summer Session, University of Virginia; Summer School, Cornell University.

## ELIZABETH RICE, CRITIC TEACHER

## FIFTH GRADE

State Normal School, Farmville, Va.; Teachers' College Summer School

## MAGGIE HONEY, CRITIC TEACHER

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## MRS. A. M. KING

## SEVENTH GRADE

Private Schools; Summer School, Fredericksburg Normal





CORNER IN LIBRARY



# State Normal School

## For Women

### at Fredericksburg, Va.

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#### HISTORY OF THE SCHOOL

The State Normal School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Some of the provisions of that Act are:

First. That for the establishment of the State Normal School for Women at Fredericksburg the sum of \$25,000 should be available on and after February 28, 1909, upon the condition that the said school be established near or within the corporate limits of the city of Fredericksburg, in the county of Spotsylvania or Stafford; and upon the further condition that an appropriation of not less than \$20,000 be paid by the city of Fredericksburg and county of Spotsylvania or Stafford upon the establishment of the said school, and that the site and plans for the buildings for the said school be submitted, inspected, and approved by the State Board of Education.

Second. That the said school should be under the supervision, management, and government of the Board of Trustees, consisting of ten members appointed by the Governor and ratified by the Senate. The Superintendent of Public Instruction is to be an *ex-officio* member of said Board, and also a member of the Executive Committee, should such a committee be appointed by the Board.

Third. That said Board shall be a body corporate under the name and style of the State Normal School for Women at Fredericksburg, Virginia.

For a full text of this Act reference is made to pages 427-8-9 of the Acts of Assembly of 1908.

The General Assembly in 1910 made an additional appropriation for buildings and equipment of \$120,000.

The first Board of Trustees was appointed by Governor Claude A. Swanson.

Sufficient initial appropriations for the establishment of this school were made by the Legislature creating it, to provide two handsome buildings, a dormitory, and an administration building.

The Legislature of 1912, despite the depleted condition of the State Treasury, showed its allegiance to normal education and its friendliness to this school by sufficient additional appropriations to continue the work so auspiciously begun the first session of the school. The Legislature of 1914 added sufficient funds for an additional dormitory. The corner-stone of the administration building was laid July 4, 1911. Though neither building was quite completed the first session, the school began on schedule time, September 26, 1911.

### THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all-sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of to-day who have never had the advantage of a normal-school education, but their success has been won in spite of that fact and not because of it.

The educational progress which has been made in Virginia during the past ten years through the progressive policies of the State Department of Education and the liberal legislative appropriations for public instruction has been nothing short of marvelous. This educational awakening in the old Commonwealth amounts to a renaissance. Practical evidences of this most commendable progress are visible in every section of the State. This progress has been due to a number of coöperative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased. Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the school-house may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic, and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased. There is a most insistent demand all over the State for professionally





COMMODORE MAURY LEAVING WITH DELEGATES FROM FIRST DISTRICT  
TEACHERS' CONFERENCE



CORNER OF SWIMMING-POOL.



trained teachers. The best positions and the best salaries are open to the best-equipped teachers. No teacher of spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be twofold: first, to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; second, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school should provide for her should be such as to produce culture, refinement, and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many arguments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: first, classical and cultural studies; second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal-school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest efficiency in citizenship. A school that sets a lower standard than

this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a normal-school education. In this way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal-school education has been most pronounced. The establishment by the State of this and other normal schools is evidence of this demand. Superintendents everywhere in the State are trying to secure normal-school graduates for their best schools. The demand exceeds the supply. In view of the ever-expanding practical utilities of our life it is essential that the course of study in this school should be sufficiently broad and strong to include manual training, domestic science, rural arts, and other phases of industrial education. A student should be prepared to help solve the many troublesome but practical problems of industrial life that will arise in the home, in the community, and in the State; in other words a normal-school graduate should mean more than a mere "school-marm." She should be interested in and acquainted with all of the practical problems of life, however remotely these may touch upon her vocation as a teacher. As Spencer says, "Education should prepare for complete living." The education which this school provides will aim, therefore, to prepare for this larger view of life and of service.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace, dignity, and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focused as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the students' home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.





OLD PLANK ROAD



## LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

Plans are now being carried out for laying off the grounds under the direction of an expert landscape architect so as to provide suitable driveways, walks, and terraces. As rapidly as money can be obtained for the purpose this work of beautifying the property will be pushed, till finally it will stand as one of the most beautiful schools in our entire Southland. Already the road through the grove has been graded, and the east front has been opened and greatly improved. The campus itself has been leveled and sown to grass.

## THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Upon the completion this summer of the Richmond-Washington link of this highway, Fredericksburg will be connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Hundreds of tourists now visit the city every year and these undoubtedly will reach into the thousands upon the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for his seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the Nation during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the normal-school property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has recently adopted the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

## BUILDINGS

The Virginia Normal School Board has named the old dormitory Frances Willard Hall and the new one Virginia Hall.

The buildings, as the photographs show, are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.





GYMNASIUM—WAND DRILL



INDUSTRIAL ARTS—STUDYING PLANTS





The basement of one of these buildings contains the heating plant, storage tanks, the electric-light plant, and the laundry.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Dean, of the Treasurer and Bookkeeper, the library, the Y. W. C. A. room, and literary society halls.

The dining-room will seat about three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of the new dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of tub and shower baths. The buildings are heated with steam and lighted with electricity.

Russell Hall, the handsome and imposing administration building, was named by the Board of Trustees in honor of E. H. Russell, the President of the school, as a testimonial to his services in connection with the establishment of the school. This building stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming-pool, dressing-rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest-rooms for day students, the post-office and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, and other lecture rooms.

The second floor contains the departments of Household Arts, Chemistry, Physics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

### THE NEW DORMITORY

The new dormitory is completed and was occupied by students for the first time the past session. It is a fireproof building, harmonizing in every particular with the other buildings. It is constructed from first-class material and affords every convenience provided for in the other dormitory. This building is called Virginia Hall.

### SCHOOL EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The school has made wonderful progress in providing itself with furniture, equipment, and apparatus essential for good work. The Chemistry and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

In the industrial department every effort is made to provide the most helpful and up-to-date equipment.

The Industrial Arts Department occupies five large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of hand-work, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for school gardens and outdoor work of all kinds.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety. These with the rolling nature of the grounds and the rural surroundings constitute a natural equipment unsurpassed for this department.

All necessary equipment is provided in this department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The school is planning to build and equip a hothouse for the use of this department.

Plans are also being developed for providing suitable yards for the scientific study of poultry.

The Household Arts Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, has been installed for use in the Department of Industrial and Commercial Geography.

Suitable equipment for the Biological Department will be added, according to the needs of the department, to supplement the equipment now on hand.

The school at present owns six pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art appreciation and other illustrated lectures, the school owns an excellent electric lantern and a baloptican.

A complete motion-picture outfit has also been installed in the school.

Plans are also being made to equip a Commercial Department, for the study of typewriting, stenography, bookkeeping, and a regular business course. This course will be offered as soon as practicable.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

## LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected, working library of over 3,000 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

## GYMNASIUM

The gymnasium is commodious and well equipped with suitable apparatus. The new athletic field affords opportunity for outdoor work when the weather is good. Realizing the necessity for the development of the strong, healthy woman, every student, unless excused by the physician, is required to take Physical Education. The aims of the course are twofold—the development of strong bodies, and the training of the students to teach exercises and games to the children of our State. This work is under the physical director, and consists of various forms of indoor and outdoor exercises and games.

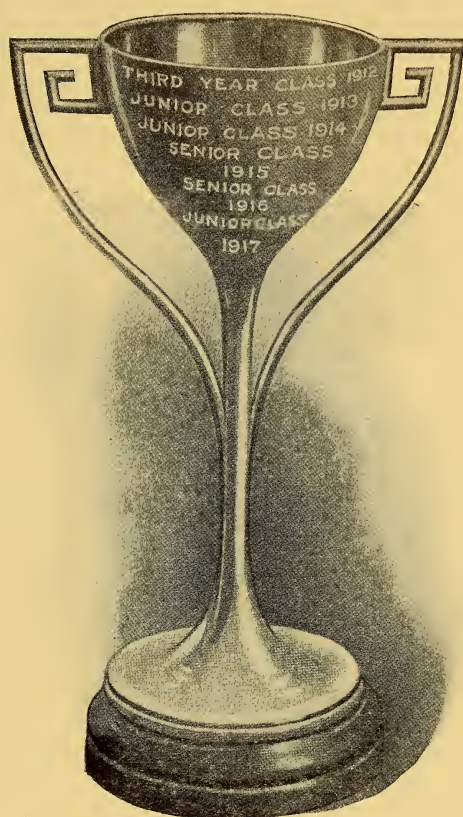
Each student entering school is given a careful physical examination to ascertain her general health and the condition of all her vital organs. On the basis of this examination gymnasium work is assigned. A record of the condition of each student entering school is made in the fall, and at the close of the session the records are taken again, that improvement may be noted. The health of our students is excellent, and many cases of improvement have been noted during the session, both in increased weight, general development, and the correction of postural defects.

We are glad to state that the average weight of our students this year compares favorably with statistics made of the average girl.

## ATHLETIC FIELD

A commodious athletic field has been constructed on that part of the property adjoining the school garden and only 200 yards from the buildings. Considerable money has been spent in grading and





THE TROPHY CUP





THE CLASS ATHLETIC REPRESENTATIVES



HANOVER CLUB





otherwise preparing these grounds for use by the students in out-of-door games and athletic events, and for instruction in directed play as an asset in school work. These grounds prove a most popular and helpful adjunct to the health and happiness of the student body.

### SWIMMING-POOL

The physical director has charge also of the swimming-pool. This is very much enjoyed by the girls, not only in the warm months, but all the session, as the water may be heated at any time.

This pool gives opportunity both for excellent physical exercise, and, for every student who desires, to learn to swim. A number of girls learn to swim very readily, and many become quite proficient swimmers.

### ATHLETICS

The membership in the Athletic Association includes all the students. The officers of the association, representatives from all the classes, and an athletic committee from the faculty form an executive committee to direct the athletics of the school. In addition to the regular required gymnastic work, students are encouraged to stay out of doors as much as possible, and to take part in all athletic exercises which are of interest and will prove physically beneficial. Such sports as tennis, basket-ball, baseball, target shooting, swimming, relay races, and other track events are entered into with enthusiasm. It is desired that the girls may be not only strong and vigorous, but that they may acquire a graceful control of the body—know how to stand and walk and carry themselves correctly. With this in view folk dancing is taught and encouraged.

A gymnastic tournament was given in April, open to all the students. The contests were much enjoyed by all who witnessed them, and a silver cup was awarded by the school to the student excelling in grace, poise, and correctness of form. In this connection the Senior Class gave an exhibit of playground work which included singing games and various athletic events suitable to be taught to school children.

### RURAL HIGH-SCHOOL CONTESTS

The Normal School, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field to high schools caring to use it as a common meeting place for inter-High-School Contests in match games in basket-ball or other events, such as running, broad jumping, etc.

### BASKET-BALL, TENNIS, ETC.

Basket-ball continues to be the most popular indoor game during the winter season. There was great rivalry the past session in the interclass games. In addition, the varsity played the Ingram team, of Washington, on the home floor, winning by the score of 23 to 12. Our team also played the Washington Y. W. C. A. in Washington, winning 16 to 7.

But tennis during the spring commands the center of the athletic stage, and the interclass series in this branch of sport are full of intense interest. Walking and other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of out-of-door exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

### THE ATHLETIC TROPHY

The annual class contests for the silver trophy cup this year included the following events:

Basket-ball, tennis, folk dancing, walking, swimming, 50-yard dash, throwing the baseball, relay races, standing broad jump, low hurdle race, potato relay race, target shooting, shuttle relay race, three-legged race.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. Field Day this year was May 5th and 6th. A great deal of interest and intense class rivalry was exhibited by all the students.

In connection with the Field Day program the May Queen was crowned. She in turn awarded monograms to the members of the basket-ball team and crowned the victors in the several athletic contests. The trophy cup was presented to the class winning the largest number of athletic events. The Seniors won the cup.

### INSTRUMENTAL MUSIC

Special instruction is offered to students wishing to pursue the study of piano. This department aims not only to build up its work in technique and interpretation, but especially to lay foundations for a musicianly appreciation and conception of the depth of beauty underlying the great art of piano-playing. Such music will be selected by the instructor as is adapted to the individual needs of the pupil. Each student is accountable to the instructor in this depart-





INSTRUMENTAL MUSIC CLASS







SENIOR BASKET-BALL TEAM







CROWNING THE VICTORS





ment for the tuition, said tuition to be paid in advance monthly, or by the term of three months, as the student may desire. The school is equipped with pianos for practice—periods for which will be assigned by the piano instructor.

Rates as follows:

Piano instruction per four weeks.....	\$ 3.50
Piano instruction per twelve weeks.....	10.50
Practice per month, one hour daily.....	1.00

### EXTENSION WORK

A large proportion of the Normal's graduates will be employed as teachers in the progressive rural communities. A system of rural Extension Work has been begun and will be continued during the 1917-1918 session, with a view to bringing the school into more direct touch with rural life.

Representatives of the school have aided at teachers' institutes in the nearby counties, have organized and stimulated civic improvement leagues, preached the gospel of good roads, advocated coöperative buying and marketing, and have sought to point out the advantages of corn and canning clubs, school fairs, and other aids to greater productivity and to the socialization of country life through the school. The school hopes to do more of this work in the future, and has in mind a more systematic and far-reaching plan of service than it has yet had the opportunity to undertake.

### THE FACULTY

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had experience in some phase of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

### TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

### MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

### THE TRAINING SCHOOL

The Training School is a necessary adjunct of every normal school. It is a practical workshop and educational laboratory, being to the student of educational method what the laboratory is to the student of science. The student teacher finds in the Training School opportunity (1) to study child nature, (2) to observe correct methods in teaching, and (3) to have practice work in actual teaching. She here applies educational principles to a proper development of the children to be taught. It is necessary in the Training School to teach children and to train student teachers, and through the real development of the child the student gains most help in her own development as a teacher. In no other way can practice teaching lead to independent progressive teaching ability that will give the student teacher the power to adapt herself to the needs of any public school.

Through an arrangement with the City School Board the Fredericksburg public school serves as the practice school for the Normal School. The relationship, therefore, between the two schools is intimate and cordial.

The Training School is a large and handsome three-story brick building, constructed, together with its equipment, at a cost of about \$45,000.00. All of the grades are represented in the school.

The enrollment of the Training School for the past session was over 900. Every effort is being made through the coöperation of the Normal School and the City School Board to raise the standard of excellence of the Training School so that it will become one of the model schools of the State in all of its departments. Most





TOWN GIRLS' CLUB







THE MOTHER GOOSE CLUB



gratifying progress has been made in this direction during the past few years. The School Board is more and more insistent that every teacher in the school shall be one of satisfactory professional equipment and successful experience. We do not aspire to ideal conditions except that the excellence of our Training School shall be that gained through skilled teachers handling school work in accord with the best methods and based upon good educational theory and sound educational principles. The use of the public school as a Training School offers practice in actual teaching under real conditions, in many ways similar to those under which the student teacher is likely to do her teaching after graduation. We are glad for our students to have training here to meet problems that they are likely to meet in their future teaching.

During the entire session, for six-week periods, the teaching Seniors largely have charge of the work in the Training School under the close supervision of the Supervisor and the critic teachers of their respective rooms. Plans of the lessons to be taught are submitted by student teachers for correction and approval before they are taught. The responsibility of the discipline and the class work is thrown upon the student teacher as far as consistent with the time to be used and the best interests of the children. Student teachers are also required to observe teaching one hour each day.

The Juniors preparing for high-school work will do their observation at the Normal School, and the high-school Seniors will similarly do their practice teaching at the Normal under expert direction, supervision, and criticism.

As a prerequisite for graduation all candidates for diplomas must show evidence of ability to teach. Applicants for practice teaching must furnish satisfactory proof that they have the necessary academic requirements, and must have had classes in educational principles and methods of teaching school subjects. Our final estimate of a student teacher represents her ability as a woman and as a teacher to train children. She must show evidence of good scholarship, ability to present school work and to discipline a schoolroom, and a right attitude toward the serious work of training children.

## EXCURSIONS

The Normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battle of Fredericksburg, Chancellorsville, Spotsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.



Several excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

### LECTURES AND ENTERTAINMENTS

In addition to the regular life the school seeks in various ways to promote the general culture of its students. From time to time lectures by men and women of note are given in the auditorium. Prominent among the speakers and entertainers during the past session were:

- Moving Picture, "The Battle Cry of Peace."
- Y. W. C. A. Reception.
- Entertainment of Students by the Churches.
- Concert, The Corley Co.
- Hallowe'en Party.
- Moving Picture, "The Birth of a Nation."
- Lecture, "Better English," by Dr. John M. Clapp.
- Lecture, "Some Salubrities I Have Met," by John Kendrick Bangs.
- Junior-Senior Reception.
- St. Patrick's Party, auspices Y. W. C. A.
- Hawaiian Singers.
- Open-air Plays, "Learned Ladies" and "The School for Scandal," by the Clifford-Devereux Co.
- Operetta, "Florinda," The Glee Club.
- Play, "The Ladies of Cranford," by the Dramatic Club.
- Play, "Abbu San of Old Japan," by the Dramatic Club.
- Basket-ball Contests between Classes.
- Basket-ball Contests with George Washington University.
- Hound and Hare Chase.
- Gymnastic Tournament, May Day.
- Athletic Exercises, Field Day.
- Teachers' Conference for First District.
- Commencement Exercises.

### THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students



also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of fifteen minutes set aside for chapel exercises. These services are conducted by some member of the faculty, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Purpose—To unite the girls of the institution in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief.

This organization plays an important part in the religious life of the students. It is inter-denominational, and has as its aim the deepening of the religious life of the school, and the fourfold development of each girl—i. e., the mental, physical, social, and spiritual. It gives opportunity for a girl to express herself in Christian service, for maintaining high standards among the students, and training for future leadership.

The students have shown marked interest in the work of the Y. W. C. A., there being enrolled this year over seventy-five per cent of the student body.

Meetings are held weekly. Many of these meetings are conducted by the students themselves, but at times members of the faculty, ministers from town, and other speakers assist in the service. The meetings are advertised by attractive posters, and are well attended by the girls. Fifteen minutes before breakfast each day Morning Watch is held in the Y. W. C. A. room. This is a simple service consisting of a hymn, Bible study, and prayer, and it has proved helpful to the girls.

The Bible Study Committee, in the fall, organized four Bible Study classes with a total enrollment of one hundred and eighty-three. In addition to these classes, a training class for teachers was arranged to be continued through the year that the more advanced students could be prepared for future teachers in Sunday schools. A large number of Juniors and Seniors have attended this class. At the beginning of the spring term the Bible Study classes completed their courses and were succeeded by three Mission study classes.

A Christmas Pageant was given just before the holidays which instilled in all the true Christmas spirit. The Y. W. C. A. was greatly helped by a visit from Miss Jessie Field, the National Secretary for Rural Work.

The Social Service Committee has done a noteworthy work. This committee seeks to interest the girls in helping actual cases of need which arise. In coöperation with the social service organizations of Fredericksburg, the students have done practical missionary work in various parts of the town. In addition to this, Thanksgiving baskets were sent to poor families, and a few weeks later the girls filled a number of Christmas stockings for children in town, who would otherwise have had nothing. Flowers were sent to the sick, and several times contributions have been made to relieve cases of extreme poverty and sickness.

The Association realizes the need for the development of the social instinct among the girls; to this end, a number of parties and social gatherings were held at different times during the year. An opening reception to the faculty and student body was given near the beginning of the session. The Social Committee seeks to establish friendly and cordial relations between all the students. Two entertainments were given for the benefit of the Conference Fund—a bazaar just before Christmas and a Country Fair in the spring. Five delegates were sent to the Summer Conference, at Blue Ridge, N. C. It is felt that money is well spent in sending delegates to this conference, both because of the larger vision and inspiration the girls themselves receive, and for what they bring back to the school in increased enthusiasm, efficiency, and influence.

During the past year there was a decided advance along every line of Association work, and much greater progress is expected for the future.

The officers for the coming year are as follows:

President—Garland Straughan, Warsaw, Va.

Vice-President—Fannie Mae Morgan, Warsaw, Va.

Secretary—Clara Collins Richards, Tunstall, Va.

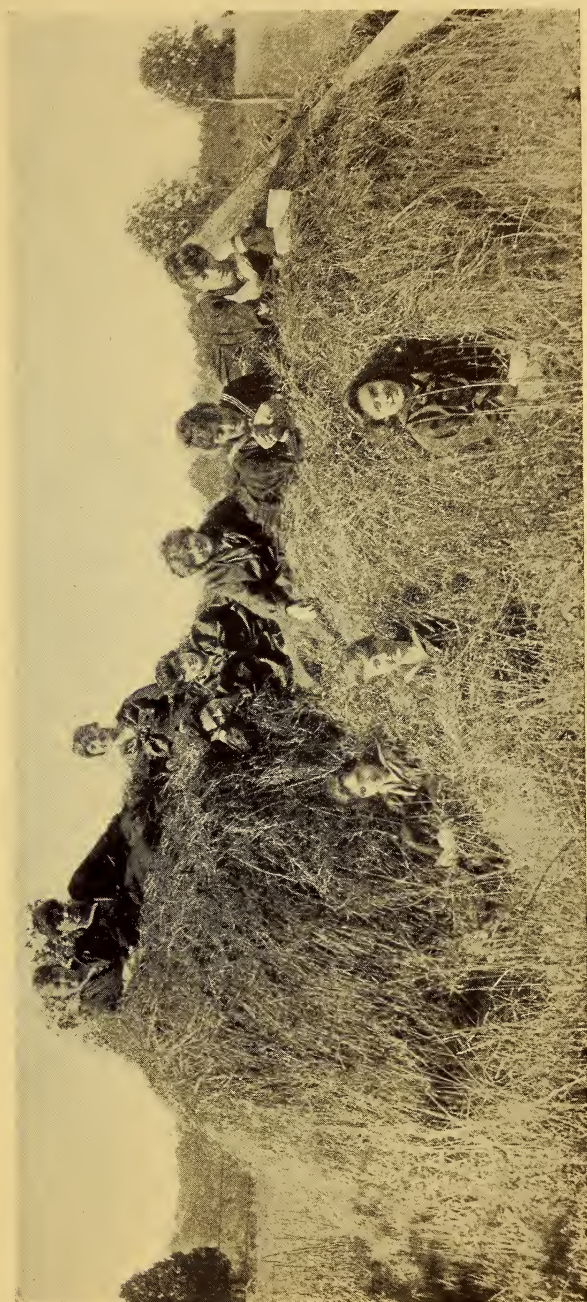
Treasurer—Helen Rains, Warsaw, Va.

Faculty Adviser, Eula D. Atkinson, Camden, Ark.

### HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He



EASTERN SHORE CLUB





visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any hour when needed. Whenever necessary the best of trained nurses are provided in the Infirmary. The school bears all expenses of medical attention and nursing, except in cases of special private nursing and in the case of special operations.

### DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or home discipline of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Russell Hall has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.

### STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia one session for every session she enjoys a scholarship.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

### SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spottsylvania County, \$250.00 has been given the school to establish a scholarship of \$50.00 a year running for five years.

The Matthew Fontaine Maury Scholarship, founded in honor of Matthew F. Maury, who was born in Spottsylvania County, near Fredericksburg, is supported by the chapters of U. D. C. of the Fourth and Fifth Districts. This scholarship is open to graduates of two-year high schools in the counties of Eastern and Northern Virginia. Applicants must be lineal descendants of Confederate veterans. Value, \$150.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of first grade Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.

Other organizations and persons are interested in establishing additional scholarships, which will be announced as their plans mature.

### STUDENT LOAN FUND

By special Act of the General Assembly an amount, equal to one per cent of the annual State appropriation for maintenance of the school, is set aside as a Students' Loan Fund. This affords a limited number of young women an opportunity to borrow an amount not to exceed \$100.00 per year each, to be paid back after the student begins teaching. The loan bears four per cent interest.

This fund is limited, and students wishing to apply for aid from this source must do so promptly.

### STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$150.00. The President of the school will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

### EMPLOYMENT SCHOLARSHIPS

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session of 1916-17 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference



MAKING BOX FURNITURE



ELEMENTARY HANDWORK







WOODROW WILSON LITERARY SOCIETY





WOODROW WILSON LITERARY SOCIETY







RUSSELL LITERARY SOCIETY







RUSSELL LITERARY SOCIETY





with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our experience has been that the demand for assistance of this character has been much in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

### LITERARY SOCIETIES

The students have two literary societies, which meet weekly. A large per cent of the students are members, and it is the policy of the school to urge every girl to ally herself with this work. A strong effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program every week. These societies have proven very helpful during the past session.

### HOME LIFE

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here is under the direction of a Christian woman of great experience in such a position. She, as Head of the Home, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy our confidence, and very few fixed rules have been found to be necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and believe that they will do it. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as

their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

### STUDENT GOVERNMENT

For three sessions this school has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the school and a faculty committee. This system has met the hearty approval and coöperation of the student body, and the association has administered its duties with such rare good judgment and fairness as to win the approval of school officials and students alike. The system will be continued next session.

The following were the officers the past session :

#### OFFICERS STUDENT GOVERNMENT ASSOCIATION

President—Mary Harwood.

First Vice-President—Eugenia Millner.

Second Vice-President—Garland Straughan.

Secretary—Lucy Wilkins.

#### OFFICERS TOWN STUDENT GOVERNMENT ASSOCIATION

President—Elizabeth Carter.

Vice-President—Margaret Hawkins.

Secretary—Virginia Haynie.

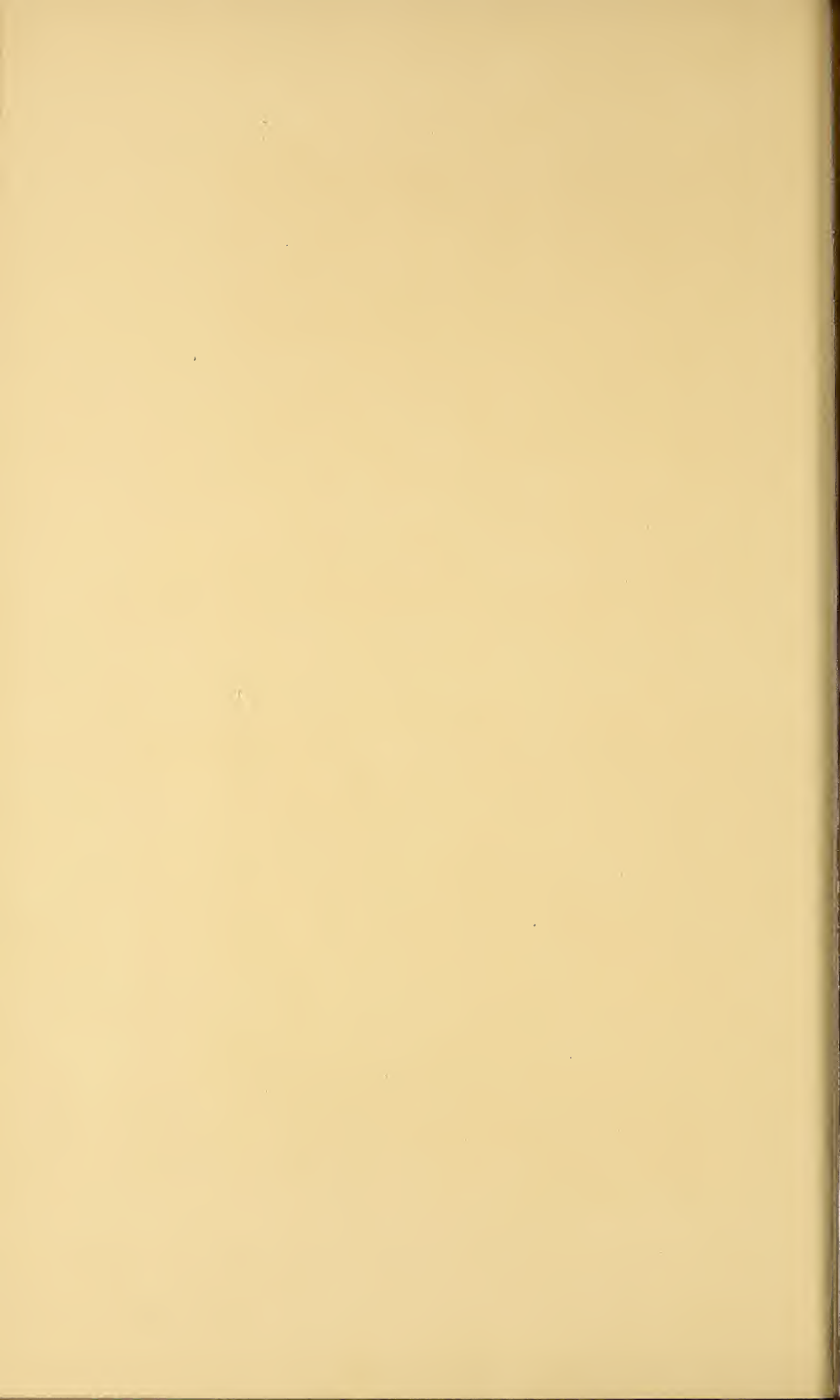
### OFFICES HELD BY STUDENTS

The following regulations in regard to offices held by students will obtain for next session :

1. Offices held by students shall be valued by percentage.
2. No student shall hold offices amounting to more than 100%. If nominated for a second office which would make her rating more than 100% she may resign or withdraw, but not hold two offices.
3. Students making an average below 80% shall be ineligible for any office.
4. Nominees for offices shall be members of regular classes.
5. The approval of the Student Activities Committee is required for all entertainments given by school organizations.
6. The assignment of parts in any school activity shall be subject to the following scholarship regulations:



STUDENT GOVERNMENT OFFICERS





(a) No student having a failure in the preceding quarter, or an entrance condition to be removed, shall be allowed to take part in any school activity, such as plays, athletics, committee work, etc.

(b) The president of every organization shall submit to the chairman of the Student Activities Committee not later than one week before preparation for any entertainment a statement from the Dean's office, certifying the eligibility of all engaged in the entertainment.

7. Each additional five periods of class work above twenty-five shall be valued at 10%, the same to be deducted from the 100% allowed each student.

The percentage of students serving in the dining-room, library, supply-room, etc., shall be decided by the committee.

8. The Student Activities Committee may at any time make exceptions to these rulings, or remove any student from office for unsatisfactory conduct or work.

9. That the system of rating will be made known to the students and will be kept posted.

### STUDENTS' DRESSES

There is no necessity for, and this school distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet all requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating class are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$10.00 in any case.

### VISITORS

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Head of the Home. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited.

## A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Normal School at Fredericksburg is supported by the State to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools. We do not presume to think our school is perfect. We do not presume to claim for a moment that every young woman who comes to the Fredericksburg Normal School will leave it as an ideal teacher, but we do claim that the professional instruction that she will receive here will make her a very much better teacher than she would have been, had she not received this instruction.

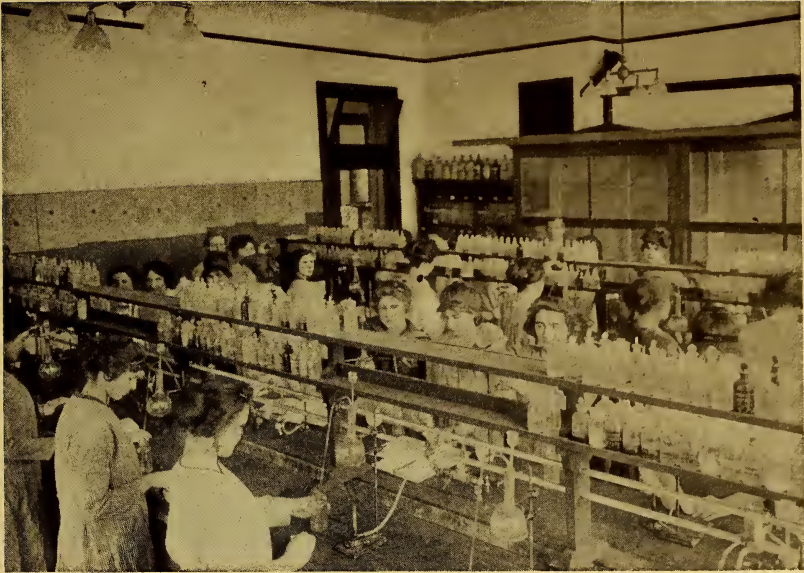
We want to help you place professionally trained teachers in your schools. If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We have a system by which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you the very best information we can as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend any one if we have doubt as to her meeting your need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.

## POSITIONS FOR STUDENTS

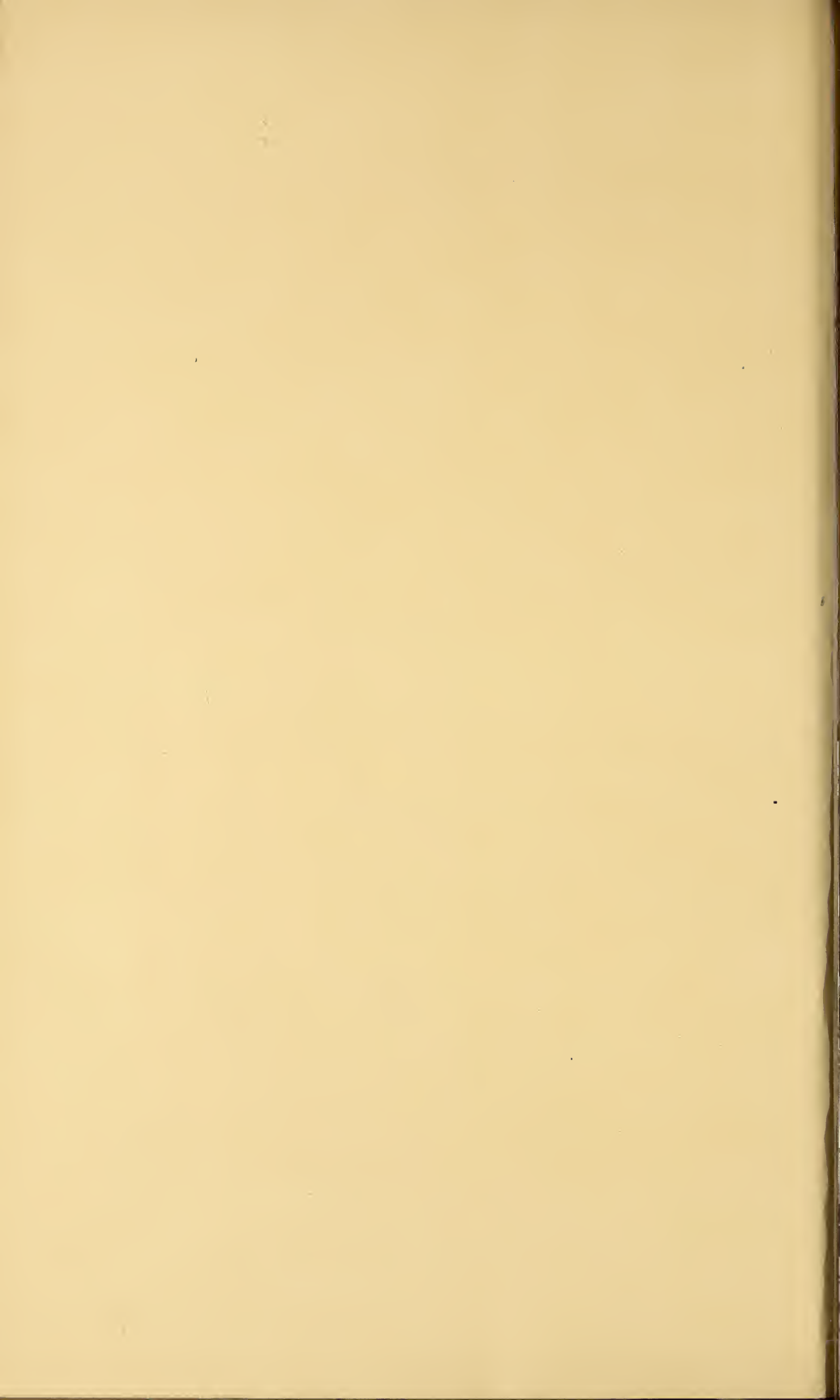
It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and teaching history of every student, and will lend itself energetically at all times to the students in the matter of securing suitable positions.



CLASS IN CHEMISTRY



CLASS IN DRAWING





## EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other states, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than one session for every session during which she attends the Normal without paying tuition. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$162.00 per session, or \$18.00 per school month of four weeks each, payable in advance. If the conditions make it necessary, this price will be advanced to \$20.00 per month, but in no event to exceed this. It is hoped the price may be kept at \$18.00 per month.

The fees charged in classes having laboratory courses are small in that they include materials and breakage as well as use of equipment.

## BUSINESS CALENDAR

The dormitories will be open and dinner will be served on September 10th.

The first month ends October 9th.

The second month ends November 6th.

The third month ends December 4th.

The Christmas holiday begins noon December 20th and closes December 31st.

The fourth month ends January 13th.

The fifth month ends February 10th.

The sixth month ends March 10th.

The seventh month ends April 7th.

The eighth month ends May 5th.

The ninth month ends June 3rd.

Students remaining at the school during the Christmas holiday will be charged at the rate of \$5.00 per week.

Registration fee, \$3.00 a term. This is payable upon entrance, with no reduction for part session. This will pay for attendance at all Lyceum attractions offered by the school.

Medical fee, \$3.00 for the entire session; \$1.50 for the half session. Day students do not pay the medical fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be \$6.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

Students' reports will be mailed to parents or guardians four times during the session.

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Head of the Home, and drawn as needed.

## COURSES OF STUDY

The courses of study have been arranged with a view to educating young women to meet the needs of Virginia conditions and to render the best service to their State. This is a Normal School and, as such, it accepts as its mission the preparation of its students to become the best-trained teachers for our public schools, or for useful and happy home life.

To this end the school offers five courses, each leading to a full diploma, as follows:

*Course I*—To prepare for teaching the primary grades.

*Course II*—To prepare for teaching the intermediate and grammar grades.

*Course III*—To prepare for teaching the first and second high-school grades.

*Course IV*—A course in Household Arts.

*Course V*—A course in Industrial Arts.

All work in the Normal School is accredited by the State Board of Education toward a regular teacher's certificate. Detailed information about this will be furnished upon application to the Dean of the school.

Completion of any one of these five courses entitles the student to a full diploma. The possession of this diploma entitles the holder to the State Normal School Certificate, issued by the State Board of Education, good for ten years and renewable for a similar period from time to time.

All of these courses are based upon the completion of the work required of the first-grade Virginia high school, or its equivalent. While sixteen units are required, students who have fourteen units may enter the Junior work in these courses conditioned upon the two lacking units.

Students who complete the Junior work in any one of these courses, based upon sixteen high-school units, will receive a Junior State Normal Certificate, issued by the State Board of Education, good for seven years and renewable for a similar period from time to time.

## SPECIAL COURSES

### PROFESSIONAL FIRST-GRADE CERTIFICATE COURSE

Students holding first-grade certificates may enter the same professional class with graduates of a four-year high school, and, after successfully completing that year of professional work, will be issued by the State Board of Education a Professional First-Grade Certificate, good for seven years and renewable for a similar period from time to time.

### HIGH-SCHOOL CERTIFICATE COURSE

Students who complete the work of the Sophomore or four-year high-school class, with the distribution of units required by the State, and find it impossible to return, will be issued a First-Grade High-School Certificate, provided they attend Summer School and take the first summer's work of the professional course. This certificate is good for two years and not renewable, but may be extended, provided that holders comply with the conditions in Form E-19 issued by the Department of Public Instruction.

The school does not encourage students to be satisfied with the lower grade certificates, but urges them to plan, if possible, to remain at the school and complete the course for a full diploma.

The school reserves the right not to organize any class unless there are at least five applicants.

No student may take but one foreign language the same session. A foreign language, to count for credit, must be studied for two years.

No student may take any subject that conflicts with the fixed program.

No student may enter in the High-School Department of this school unless she has exhausted her high-school facilities of her home school, except under special circumstances. Any applicants falling under this head should consult the President of the school.

### COURSE IN NURSING

A course in First Aid and Nursing was given during the closing six weeks of last session. This course was conducted by Dr. C. Mason Smith and the nurses at the Mary Washington Hospital. The course will be continued next session.

### ADMISSION AND CLASSIFICATION OF STUDENTS

The minimum age limit for entrance to this school is fifteen years. These units are those laid down by the State Board of Education for public high schools.

The credits to which the student is entitled will be decided by the Dean of the school and will be based upon the rating of State High Schools by the Department of Public Instruction and the certificate of the student's last principal, covering her former high-school work. Without this certificate, which should be procured and sent to the Dean before the session opens, the student must take an examination for entrance. Certificate blanks will be mailed on application.

### STUDENTS' REPORTS

Reports will be sent to parents four times during the school year for all high-school students, and one report after each term for all professional students. Special reports on the work of professional students will, in addition, be sent whenever the work is unsatisfactory.

NOTE: See end of catalogue for State High-School Course.



# Course of Study for Session 1917-1918

## FIRST-YEAR HIGH SCHOOL

English 11-12 .....	5	5
Algebra 11-12 .....	5	5
Ancient History 11-12 .....	5	5
<sup>1</sup> Gen. Science (with lab.) 11-12	5	5
Physical Education 11-12.....	2	2
	<hr/>	<hr/>
	22	22

Elective (allowed):

Latin 11-12 .....	5	5
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## SECOND-YEAR HIGH SCHOOL

English 21-22 .....	5	5
Algebra 21 .....	5	0
Arithmetic 22 .....	0	5
<sup>1</sup> Elem. Bio. (with lab.) 21-22.	5	5
Physical Education 21-22.....	2	2
	<hr/>	<hr/>
	17	17

Electives (one required):

Med. & Mod. History 21-22...	5	5
Latin 21-22 .....	5	5
<sup>1</sup> Household Arts 21-22 .....	5	5
<sup>1</sup> Industrial Arts 21-22.....	5	5

## THIRD-YEAR HIGH SCHOOL

English 31-32 .....	5	5
Geometry 31-32 .....	5	5
<sup>3</sup> Home Economics 31-32.....	2	2
Music 32 .....	0	2
Drawing 32.....	0	2
Physical Education 31-32 ....	2	2
Music (Chorus) 31-32.....	1	1
	<hr/>	<hr/>
	15	19

Electives (five points required):

English History 31-32.....	5	0
Rural Economics 31-32.....	2	2
<sup>1</sup> Chemistry (with lab.) 31-32	5	5
Latin 31-32 .....	5	5
French 31-32 .....	5	5
<sup>1</sup> Household Arts 31-32.....	5	5
<sup>2</sup> Industrial Arts 31-32.....	5	5

## FOURTH-YEAR HIGH SCHOOL

English 41-42 .....	5	5
Amer. Hist. & Civics 41-42...	5	5
Ind. & Com. Geog. 41-42.....	2	2
Music 41-42 .....	2	2
Drawing 41-42 .....	2	2
Physical Education 41-42.....	2	2
Music (Chorus) 41-42.....	1	1
	<hr/>	<hr/>
	19	19

Electives (five points required):

Solid Geometry 41.....	5	0
Trigonometry 42 .....	0	5
<sup>1</sup> Physics (with lab.) 41-42...	5	5
Latin 41-42 .....	5	5
French 41-42 .....	5	5
<sup>1</sup> Household Arts 41-42.....	5	5
<sup>2</sup> Industrial Arts 41-42.....	5	5

Any Elective of the Third Year not taken may be elected in the Fourth Year if the schedule permits.

All high school students are required to take two years of science with laboratory, except students entering the third or fourth years, who are required to take only one year.

Students entering the fourth year will take the drawing and music of the third year.

<sup>1</sup> Three single and two double periods.

<sup>2</sup> In fall term 2 single and 1 double; 1 single and 1 double period.

In spring term 1 single and 1 double; 2 single and 1 double period.

<sup>3</sup> One single and one double period.

## PROFESSIONAL COURSES

## COURSE I—JUNIOR YEAR—LEADING TO TEACHING IN PRIMARY GRADES

English 51 .....	3	0
English Methods 52.....	0	3
Psychology 51 .....	3	0
Child Psychology 52.....	0	2
Principles of Study and Teaching 51-52.....	2	3
<sup>2</sup> Drawing 51-52 .....	2	2
<sup>9</sup> Drawing and Methods 51-52.....	(2)	(2)
<sup>2</sup> Music 51-52 .....	2	2
<sup>9</sup> Music and Methods 51-52.....	(2)	(2)
Arithmetic 51 .....	3	0
Arithmetic Methods 52 .....	0	2
Rural School Problems and Sanitation 51.....	3	0
<sup>7</sup> Nature Study and Methods (with lab.) 51-52.....	2	2
Primary Methods 52.....	0	3
Library Methods 51.....	1	0
Observation and Discussion 52.....	0	2
Physical Education 51-52.....	2	2
Music (Chorus) 51-52.....	1	1
	24	24

## Electives:

Songs and Games 51-52.....	2	2
Geography 51 .....	3	0
History and Geography Methods 52.....	0	3
Reading 51 .....	2	0
Writing 51 .....	2	0
<sup>7</sup> Home Economics 51-52 .....	2	2
<sup>7</sup> Handwork 52 .....	0	3
<sup>2</sup> Music 51a-52a .....	2	2
<sup>2</sup> Drawing 51a-52a .....	2	2

## COURSE I—SENIOR YEAR—LEADING TO TEACHING IN PRIMARY GRADES

	1st Qr. (9 weeks)	3d Qr. (9 weeks)
English 61-62 .....	3	3
Social Principles of Education 61-62.....	5	5
History of Education 61-62.....	3	3
School Administration and Management 61-62...	2	2
<sup>4</sup> Drawing and Methods 61-62.....	2	2
<sup>4</sup> Music and Methods 61-62.....	2	2
<sup>5</sup> Art Appreciation 61-62 .....	1	1
Health and Sanitation 61-62 .....	2	2
<sup>6</sup> Library Methods 61-62 .....	1	1
Physical Education and Educational Gym. 61-62	3	3
Music (Chorus) 61-62 .....	1	1
	<hr/>	<hr/>
Electives:	25	25
<sup>3</sup> Music 61a-62a .....	2	2
<sup>3</sup> Drawing 61a-62a .....	2	2
Any Subjects from required Subjects of Senior Courses IV and V.		

## COURSE II—JUNIOR YEAR—LEADING TO TEACHING IN GRAMMAR GRADES

English 51 .....	3	0
English Methods 52.....	0	3
Psychology 51 .....	3	0
Child Psychology 52.....	0	2
Principles of Study and Teaching 51-52.....	2	3
<sup>2</sup> Drawing 51-52 .....	2	2
<sup>9</sup> Drawing and Methods 51-52.....	(2)	(2)
<sup>2</sup> Music 51-52 .....	2	2
<sup>9</sup> Music and Methods 51-52.....	(2)	(2)
Arithmetic 51 .....	3	0
Arithmetic Methods 52 .....	0	2
Rural School Problems and Sanitation 51.....	3	0
<sup>7</sup> Nature Study and Methods (with lab.) 51.....	2	0
Reading and Methods 52.....	0	2
Library Methods 51 .....	1	0
History and Geography Methods 52.....	0	3
Observation and Discussion 52.....	0	2
Physical Education 51-52 .....	2	2
Music (Chorus) 51-52 .....	1	1
	<hr/>	<hr/>
	24	24
Electives:		
Songs and Games 51-52.....	2	2
Geography 51 .....	3	0
<sup>7</sup> Nature Study and Methods (with lab.) 52.....	0	2
Reading 51 .....	2	0
Writing 51 .....	2	0
<sup>7</sup> Home Economics 51-52 .....	2	2
<sup>7</sup> Handwork 52a .....	0	3
<sup>3</sup> Music 51a-52a ..	2	2
<sup>3</sup> Drawing 51a-52a .....	2	2

## COURSE II—SENIOR YEAR—LEADING TO TEACHING IN GRAMMAR GRADES

	1st Qr. (9 weeks)	3d Qr. (9 weeks)
English 61-62 .....	3	3
Social Principles of Education 61-62.....	5	5
History of Education 61-62.....	3	3
School Administration and Management 61-62...	2	2
<sup>4</sup> Drawing and Methods 61-62.....	2	2
<sup>4</sup> Music and Methods 61-62.....	2	2
<sup>5</sup> Art Appreciation 61-62 .....	1	1
Health and Sanitation 61-62 .....	2	2
<sup>6</sup> Library Methods 61-62 .....	1	1
Physical Education and Educational Gym. 61-62	3	3
Music (Chorus) 61-62 .....	1	1
	<hr/> 25	<hr/> 25
Electives:		
<sup>3</sup> Music 61a-62a .....	2	2
<sup>3</sup> Drawing 61a-62a .....	2	2
Any Subjects from required Subjects of Senior Courses IV and V.		

## COURSE III—JUNIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

English 51 .....	3	0
English and Methods 52.....	0	5
Psychology 51 .....	3	0
Principles of Study and Teaching 51.....	2	0
Principles of Secondary Education 52.....	0	5
<sup>2</sup> Drawing 51-52 .....	2	2
<sup>9</sup> Drawing and Methods 51-52.....	(2)	(2)
<sup>2</sup> Music 51-52 .....	2	2
<sup>9</sup> Music and Methods 51-52.....	(2)	(2)
Arithmetic 51 .....	3	0
Rural School Problems and Sanitation 51.....	3	0
<sup>7</sup> Nature Study and Methods (with lab.) 51.....	2	0
<sup>7</sup> Agriculture and Methods 52.....	0	3
Library Methods 51 .....	1	0
History Methods 52 .....	0	2
Observation and Discussion 52.....	0	2
Physical Education 51-52 .....	2	2
Music (Chorus) 51-52.....	1	1
	<hr/> 24	<hr/> 24
Electives:		
Songs and Games 51-52.....	2	2
History 52 .....	0	5
Solid Geometry and Trigonometry 52.....	0	5
Latin and Methods 52.....	0	5
French 52 .....	0	5
Science 52 .....	0	5
Geography 51 .....	3	0
Reading 51 .....	2	0
Writing 51 .....	2	0
<sup>7</sup> Home Economics 51-52.....	2	2
<sup>7</sup> Handwork 52b .....	0	3
<sup>3</sup> Music 51a-52a .....	2	2
<sup>3</sup> Drawing 51a-52a .....	2	2



## COURSE III—SENIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

	1st Qr. (9 weeks)	3d Qr. (9 weeks)
English 61-62 .....	3	3
Social Principles of Education 61-62.....	5	5
History of Education 61-62.....	3	3
School Administration and Management 61-62...	2	2
<sup>4</sup> Drawing and Methods 61-62.....	2	2
<sup>4</sup> Music and Methods 61-62.....	2	2
<sup>5</sup> Art Appreciation 61-62.....	1	1
Health and Sanitation 61-62.....	2	2
<sup>6</sup> Library Methods 61-62 .....	1	1
Mathematics and Methods 61-62.....	2	2
Physical Education 61-62.....	2	2
Music (Chorus) 61-62.....	1	1
	<hr/> 26	<hr/> 26
Electives:		
<sup>3</sup> Music 61a-62a .....	2	2
<sup>3</sup> Drawing 61a-62a .....	2	2
Any Subjects from the required Subjects of Senior Courses IV and V.		

## COURSE IV—JUNIOR YEAR—HOUSEHOLD ARTS

English 51 .....	3	0
English Methods 52 .....	0	3
Psychology 51 .....	3	0
Child Psychology 52 .....	0	2
Principles of Study and Teaching 51-52.....	2	3
Primary Methods 52 .....	0	2
or		
Reading Methods 52 .....	(0)	(2)
Library Methods 51 .....	1	0
Rural School Problems and Sanitation 51.....	3	0
<sup>7</sup> Design or Home Mechanics 51-52.....	2	2
<sup>7</sup> Chemistry of Foods-51-52.....	2	2
<sup>10</sup> Cooking and Dietetics 51-52.....	2	2
<sup>7</sup> Dressmaking 51-52 .....	3	3
Observation and Discussion 52.....	0	2
Physical Education 51-52 .....	2	2
Music (Chorus) 51-52.....	1	1
	<hr/> 24	<hr/> 24

## Electives:

Design or Home Mechanics 51-52.....	2	2
Songs and Games 51-52.....	2	2
Geography 51 .....	3	0
History and Geography Methods 52.....	0	3
Reading 51 .....	2	0
Writing 51 .....	2	0
<sup>7</sup> Home Economics 51-52 .....	2	2
<sup>2</sup> Drawing 51-52 .....	2	2
<sup>9</sup> Drawing and Methods 51-52.....	2	2
<sup>3</sup> Drawing 51a-52a .....	2	2
<sup>2</sup> Music 51-52 .....	2	2
<sup>9</sup> Music and Methods 51-52.....	2	2
<sup>3</sup> Music 51a-52a .....	2	2
Arithmetic 51 .....	3	0
Arithmetic Methods 52 .....	0	2
<sup>7</sup> Nature Study and Methods (with lab.) 51-52....	2	2
<sup>7</sup> Handwork 52 .....	0	3

## COURSE IV—SENIOR YEAR—HOUSEHOLD ARTS

	1st Qr. (9 weeks)	3d Qr. (9 weeks)
Social Principles of Education 61-62.....	5	5
<sup>5</sup> Art Appreciation 61-62 .....	1	1
Health and Sanitation 61-62 .....	2	2
<sup>6</sup> Library Methods 61-62 .....	1	1
Household Arts Methods 61-62 .....	2	2
Home Management 61 .....	2	0
History of Costumes 62.....	0	2
<sup>8</sup> Dressmaking and Millinery 61-62 .....	5	5
<sup>7</sup> Cooking and Table Service 61-62.....	3	3
Physical Education 61-62 .....	2	2
Music (Chorus) 61-62 .....	1	1
	<hr/> 24	<hr/> 24

## Electives:

English 61-62 .....	3	3
History of Education 61-62.....	3	3
Industrial History 61-62 .....	2	2
<sup>4</sup> Music and Methods 61-62.....	2	2
<sup>3</sup> Music and Methods 61a-62a.....	2	2
<sup>4</sup> Drawing and Methods 61-62.....	2	2
<sup>3</sup> Drawing and Methods 61a-62a.....	2	2

## COURSE V—JUNIOR YEAR—INDUSTRIAL ARTS

English 51 .....	3	0
English Methods 52.....	0	3
Psychology 51 .....	3	0
Child Psychology 52 .....	0	2
Principles of Study and Teaching 51-52.....	2	3
Primary Methods 52.....	0	3
or		
Reading and Methods 52 .....	(0)	(2)
Library Methods 51 .....	1	0
Rural School Problems and Sanitation 51.....	3	0
<sup>7</sup> Design or Home Mechanics 51-52.....	2	2
<sup>7</sup> Elementary Agriculture 51-52 .....	2	2
<sup>7</sup> Nature Study and Methods (with lab.) 51-52....	2	2
Theory and Practice of Industrial Arts 51-52.....	2	2
Observation and Discussion 52.....	0	2
Physical Education 51-52.....	2	2
Music (Chorus) 51-52.....	1	1
	23	24

## Electives:

<sup>7</sup> Design or Home Mechanics 51-52.....	2	2
Songs and Games 51-52.....	2	2
Geography 51 .....	3	0
History and Geography Methods 52.....	0	3
Reading 51 .....	2	0
Writing 51 .....	2	0
<sup>7</sup> Home Economics 51-52 .....	2	2
Rural Economics 51-52 .....	2	2
<sup>2</sup> Drawing 51-52 .....	2	2
<sup>9</sup> Drawing and Methods 51-52.....	2	2
<sup>3</sup> Drawing 51a-52a .....	2	2
<sup>2</sup> Music 51-52 .....	2	2
<sup>9</sup> Music and Methods 51-52.....	2	2
<sup>3</sup> Music 51a-52a .....	2	2
Arithmetic 51 .....	3	0
Arithmetic Methods 52 .....	0	2
<sup>7</sup> Handwork 52 .....	0	3
Industrial Arts 51-52 .....	5	5
(Same as I. A. 21-22 or 31-32).		

## COURSE V—SENIOR YEAR—INDUSTRIAL ARTS

	1st Qr. (9 weeks)	3d Qr. (9 weeks)
Social Principles of Education 61-62.....	5	5
<sup>5</sup> Art Appreciation 61-62 .....	1	1
Health and Sanitation 61-62 .....	2	2
<sup>6</sup> Library Methods 61-62 .....	1	1
Industrial History 61-62 .....	2	2
<sup>7</sup> Home Mechanics 61-62.....	2	2
<sup>8</sup> Agriculture and School Gardening 61-62.....	5	5
<sup>8</sup> Handwork 61-62 .....	5	5
Music (Chorus) 61-62 .....	1	1
	<hr/> 24	<hr/> 24
Electives:		
English 61-62 .....	3	3
History of Education 61-62 .....	3	3
<sup>4</sup> Music and Methods 61-62 .....	2	2
<sup>3</sup> Music 61a-62a .....	2	2
<sup>4</sup> Drawing and Methods 61-62.....	2	2
<sup>3</sup> Drawing 61a-62a .....	2	2

## SUPERVISED TEACHING

The supervised teaching of all the Seniors except Senior 3 will be done in the Training School in the city. The supervised teaching of Senior 3 will be done in the High-School Department of this school. All Seniors will do class work and teach alternately for periods of six weeks each throughout the entire Senior year. This plan will allow more supervised teaching than formerly and under better conditions. The details will be arranged at the beginning of the session.

A minimum of twenty-five points is required for the Professional Courses.

A maximum of thirty points is allowed.

<sup>1</sup> Senior work is divided into a study section of nine weeks and a teaching section of nine weeks, alternating throughout the session. The work of the study section is repeated for the teaching section.

<sup>2</sup> For students who have not previously had third and fourth year high school drawing and music.

<sup>3</sup> Open to students who have completed two years in drawing and music—an advanced course.

<sup>4</sup> For study and teaching sections throughout the session, for students who have not had third and fourth year high school drawing and music.

<sup>5</sup> Preparation and tests not required in this course.

<sup>6</sup> Discontinued in Senior Year after Session of 1917-1918.

<sup>7</sup> One single and one double period.

<sup>8</sup> One single and two double periods.

<sup>9</sup> For students who have had one year or one year and a half in music and drawing.

<sup>10</sup> Two double periods.



## Description of Courses

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### EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature and growth is absolutely essential.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Training School.

#### JUNIOR YEAR

*Principles of Study and Teaching 51-52:* A course based upon Psychology as applied to education, dealing with the organization and using of ideas, the utilization of time to the best advantage in study, the purpose and aim in education, the factors conditioning the teaching process, the management of the class hour, the methods of approach to the child mind, and the logical presentation of the subject-matter. Special attention is given to teaching children how to study, and to the supervision of study in the schools. The soundest and most widely approved theories of teaching and the practicability of their application in our schools are fully discussed. Means of testing results in teaching and study are considered.

Texts: McMurry, *How to Study*; and Strayer, *The Teaching Process*.

Reference Books: Thorndike, *Principles of Teaching*; Earhart, *Teaching Children to Study*, and *Types of Teaching*; Bagley, *The Educative Process*; Charters, *Methods of Teaching*; other recognized works.

Two periods per week for the first term.

Three periods per week for the second term.

*Psychology 51:* This course undertakes to acquaint the future teacher with some of the more simple principles of physical and mental responses and their relation to education. The nervous system, and the influence of bodily condition upon mental processes are studied. Sensation, perception, memory, imagination, and the other elementary mental processes are taken up in order. Especial attention is given to instincts, capacities, habits, reasoning, and the laws governing their growth and development.

Text: Thorndike, *Elements of Psychology*. Kindred works are freely consulted.

Three periods per week for the first term.

*Child Psychology 52:* It is being recognized more and more that "the child is not an adult," that there are instincts and tendencies peculiar to every stage in child development. In this course a study is made of child nature, instincts, capacities, individual differences, general characteristics of the periods of childhood, adolescence, adulthood, and the most approved methods of dealing with each period. Precocious and defective children are also considered, and suggestions are offered for their care.

Texts: Kirkpatrick, *Fundamentals of Child Study*. Thorndike, *Individuality and Notes on Child Study*, and other good texts by recognized authors on this subject are used as supplementary readings.

Two periods per week for the second term.

*Principles of Secondary Education 52:* This is a combination course dealing with the many problems of the high-school teacher. First, a study is made of the rapidly growing and developing boy and girl during the "teens," at what is very generally and rightly considered the most critical period of life—the period of growing independence and self-direction—when life holds so many possibilities, and when such a large percentage of students drop out of school. An attempt is made to give the teacher a clearer insight into the nature of students at this period so that the right appeal may be made in both teaching and managing the adolescent. Second, attention is given to the high-school curriculum, and the various school activities. Special reports are made by the students on such topics as the relative value of subjects taught in the high school, the amount

of time to be devoted to each subject, how to make the subjects most vital and practical, the value of literary societies, athletics, and other student organizations.

Text: Monroe, *Principles of Secondary Education*. Parallel texts dealing with the adolescent and the high school are freely used.

Five periods per week for the second term.

*Rural School Problems and School Sanitation 51:* This should be an intensely interesting and practical course in which the problems connected with rural school work are discussed. These problems are clearly stated, the relation of the teacher and the school to them are ascertained and remedies sought. Especial stress is laid upon Virginia conditions. Free classroom discussion is provided for and encouraged. One of the most insistent of the problems of the rural school is that of school sanitation. The care of the child's health is of first importance, and the aim of this course is to acquaint the teacher with the schoolroom conditions that make for health, and those that tend to impair it. School buildings, proper lighting, heating, and ventilating, prevention of dust, sanitary desks and appliances, prevention of disease, discovering and remedying physical defects in children, proper exercise and diet are some of the most important topics of discussion.

Texts: Eggleston and Bruère, *The Work of the Rural School*; and Dresslar, *School Hygiene*. Additional readings are required.

Three periods per week for the first term.

*Primary Methods 52:* The purpose of this course is to lead teachers to a practical application of educational principles in teaching in primary grades. The course consists of methods of teaching (1) reading, (2) phonics, (3) language, (4) spelling, (5) writing in primary grades. The principal methods of teaching reading are illustrated and discussed, that the best from each method may be recognized and used. A systematic study of phonics precedes methods in teaching phonics. Approved methods of teaching writing and spelling in primary grades are presented to students. The work in language includes such topics as conversation lessons in primary grades, picture study, story-telling, oral and written reproduction of stories, written language of the first three grades. Reference reading is required in connection with primary methods in the first term and observation work during the second term. The students prepare full outlines or brief abstracts of articles pertaining to teaching and

especially teaching in primary grades. The readings assigned are selected from educational magazines and such books as "How Two Hundred Children Live and Learn" (Reader); "Open-Air Schools" (Ayres); "The Normal Child and Primary Education" (Gesell).

Texts: Briggs and Coffman, Reading in the Public School; Smith, Teaching Poetry in the Grades.

Reference Books: Laing, Reading; Huey, The Psychology and Pedagogy of Reading; various manuals for teaching, different methods of reading; Suzzalo, The Teaching of Spelling.

Three periods per week for the second term.

*Observation and Discussion 52:* This course is required of all students taking professional work and precedes practice in teaching. Each section of the class observes the work in the Training School as done by trained teachers. The observation is followed by description and discussion of methods and principles of teaching as applicable to the particular lesson observed. The lessons observed show in sequence the same subject taught in the different grades, so far as practicable, in order that prospective teachers, after studying subject-matter and methods, may see how to adapt the material and method of presentation to the development and ability of children of different grades and ages.

Two periods per week for the second term.

#### SENIOR YEAR

*History of Education 61-62:* In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation,—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, Students' History of Education.

Reference Books: Monroe, Briefer Course in the History of Education, Cyclopedia of Education; Parker, History of Modern Elementary Education; Heatwole.

Three periods per week for one term for non-teaching Seniors.



*Social Principles of Education 61-62:* This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which have been retarding it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Horne in *Philosophy of Education*, and Butler in *The Meaning of Education*. Current topics on various phases of social work and betterment are reported upon from day to day.

The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

No special text is used for the course, but parallel readings supplement the thoughts of the lectures and reports.

Five periods per week for one term for non-teaching Seniors.

*School Administration and Management 61-62:* This course is intended to give the student an introduction to the general plan of the organization and administration of schools in the United States, and especially in Virginia. The course of study, classification, grading, promotion, and the daily program are prominent subjects of discussion. The relationship of the teacher to the superintendent, the trustees, the patrons, and the community is analyzed, and the duties of the above officials are pointed out. The utilization of spare time, the recess and noon periods, after school hours, and kindred topics are treated.

The subject will be taught topically so far as practicable. Readings from several authors will be required, and class reports will be made and discussed.

Texts: To be selected.

Two periods per week for one term for non-teaching Seniors.

*Practice in Teaching 61-62:* Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching by supervisors in the Training School form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1, 2, and 3. Practice teaching is also given in courses 4 and 5, with special attention to the course being taken. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which

arise in school work. Each student is expected to teach in at least two grades and to handle as many school subjects as may be for her good. Every student teaches for eighteen weeks, part of each school day. This time is divided into nine-week sections which alternate with nine-week study periods throughout the session.

*Educational Conference 61-62:* An hour is set aside for the head of the Department of Education and the Training School Supervisors to meet the Seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situation are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

One period per week for the term for teaching Seniors.

In addition to the above-outlined courses, special methods classes in the several departments are given in the following subjects: Mathematics, History and Geography, English, Domestic Science, Industrial Arts, Music.

See these departments for full statement of courses.

## ENGLISH

Every department of instruction in the Normal School is urged to coöperate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wider range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

*English 11-12:* This course includes a review of the principles of grammar, the writing of narration and simple description, spelling, and the study of classics selected from the State list. The prerequisites for this course are the same as the State requirements for entrance into an accredited high school.

Texts: Brooks, English Composition, Book I (Enlarged); Sandwick and Bacon, High School Word Book.

Five periods per week for the session.

*English 21-22:* The principles of rhetoric, which apply to the structure of the paragraph and the sentence, are taken up carefully. The writing of exposition is added to that of narration and description. There is a good deal of practice in preparing outlines and expanding them into essays, as well as in outlining the classics read. The intention is to develop the ability to write clearly and correctly for practical purposes. The classics read are selected from those suggested in the State list.

Texts: Brooks, English Composition, Book I (Enlarged); Sandwick and Bacon, High School Word Book.

Five periods per week for the session.

*English 31-32:* The writing from a plan is continued, with a good deal of practice in descriptive and expository paragraphs. The principles of rhetoric are constantly applied to the texts read, and appreciation of good literary work is secured. The elementary principles of versification are taught.

Oral work is emphasized and a genuine improvement is secured by a more purposive reading. Besides a considerable amount of poetry studied in class, and several works of fiction read outside, there is an attempt to make a careful study of one play, one novel, one essay and one speech. A brief study of the authors is made in connection with selections of literature read in class.

The constructive work in spelling is completed this year. It is based on the vocabularies of writers studied in the upper classes, on lists of words easily confused, on technical words necessary to the student, and on words frequently mispronounced.

Texts: Brooks, English Composition, Book II; Sandwick and Bacon, High School Word Book. Metcalf, English Literature, is used as reference. The classics are from the State list.

Five periods per week for the session.

*English 41-42:* The study of more advanced composition is taken up with due attention to grammar and further practice in the various kinds of writing, including argument.

Texts: Brooks, English Composition, Book II. Metcalf, American Literature, is used as reference. The classics are selected from the State list.

Five periods per week for the session.

*English 51:* Required of all Juniors.

This course includes a brief review of English grammar, frequent practice in composition and note-taking, the reading and interpretation of a few classics, the memorizing of a few poems. The aim of the course is to develop in the student a keen and lively appreciation of the value of correct and effective English as an important tool in her preparation for teaching. Each student is made to feel the importance of self-criticism and self-cultivation in English.

Texts: Kittredge and Farley, Advanced English Grammar; Slater, Freshman Rhetoric, or Woolley, Written English.

For reference: Palmer, Self-Cultivation in English.

Three periods per week for the first term.

*English Methods 52:* Required of Juniors in Courses I, II, IV, and V.

The work in this course includes a presentation of the essentials of matter and method in language, composition work, and spelling for the primary and grammar grades; a discussion of the literature suitable for the grades, with some emphasis on methods of presentation; the study of type lessons for each grade, the discussion of devices and plans for motivating the English lesson, the discussion and criticism of lesson plans handed in by members of the class. The course is made as practical and stimulating as possible, and class discussions and criticisms are based upon demonstration work with the class.

Text: McMurry, Special Method in Language.

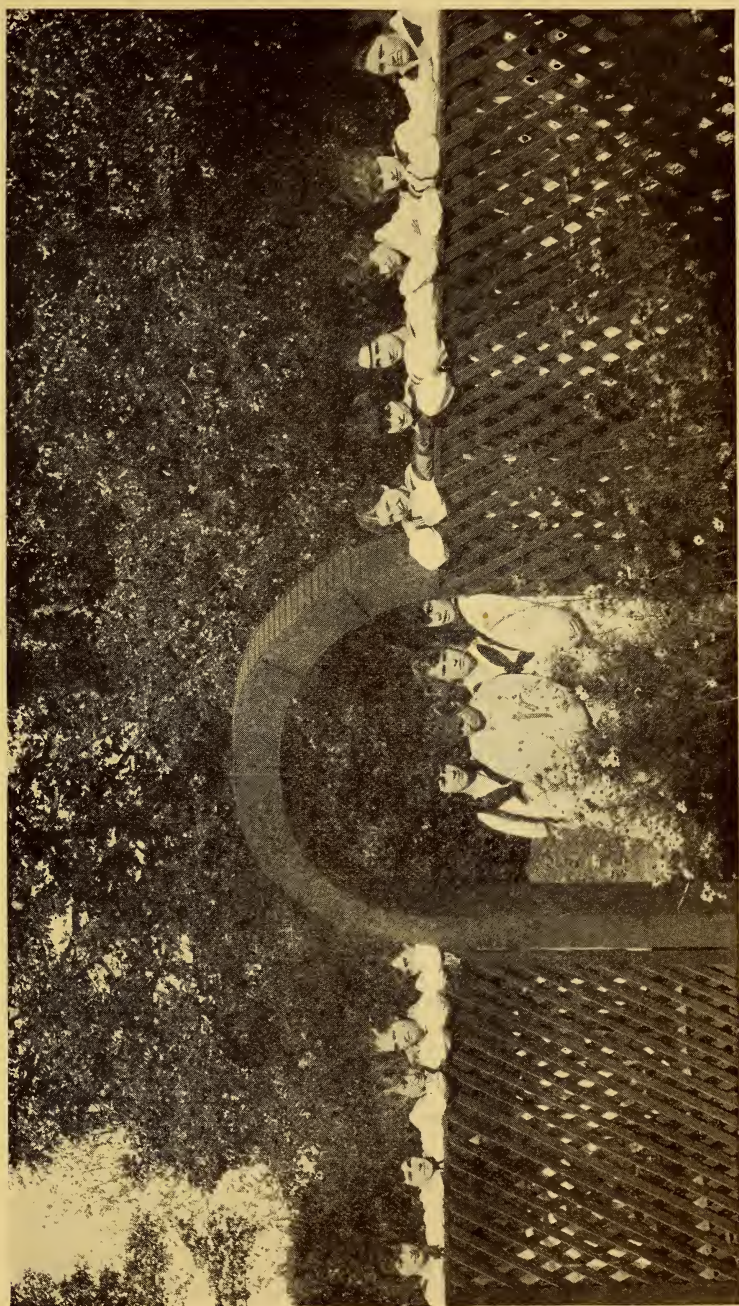
For reference: Chubb, The Teaching of English; Carpenter, Baker and Scott, The Teaching of English.

Three periods per week for the second term.

*English and Methods 52:* Required for Junior III.

High School Literature and Composition. A concrete and suggestive study, through demonstration, of acceptable material and method in the interpretation and appreciation of literature from the





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standpoint of high-school pupils. Discussion of composition for the high-school grades, its relation to grammar and literature, special attention to means of vitalizing English in the high school; lessons planned and taught by members of the class.

Texts: Classics to be studied.

For reference: Smith, *What Can Literature Do for Me?* Carpenter, Baker and Scott, *The Teaching of English*; Chubb, *The Teaching of English*.

Five periods per week for the second term.

*English 61-62*: Required of Seniors I, II and III.

A brief survey of English literature, in which a study of a few carefully selected masterpieces, representative of periods of national life, is made, followed by a study of literature by types. In this course an effort is made to familiarize the student with the distinctive forms or types of literature—the short story, the drama, the lyric, the essay, the novel—and to give to her an appreciation of the value of literature in individual and social life. One classic under each of these types, with emphasis on appreciation, is included in the course.

*Reading 51*: Elective for all Juniors.

The purpose of this course is to develop in the student, by means of constant practice, the power to read aloud both prepared and sight selections, in a simple and appreciative manner, so as to interpret the author's meaning and to convey his feeling. Opportunity is given also for improving in silent reading, but the emphasis in the course is placed on the vocal interpretation of the printed page.

Text to be selected.

Two periods per week for the first term.

*Reading and Methods 52*: Required of Junior II.

This course includes the discussion of methods of teaching reading in intermediate and grammar grades, class discussion of means of securing the best results in oral, silent, and parallel reading, outlines and plans of lessons made by pupils, practice teaching before the class.

Texts to be selected.

Two periods per week for the second term.



## MATHEMATICS

Courses are offered in Arithmetic, Algebra, Geometry, and Trigonometry in the Academic Department.

In the Professional Department there are offered method courses in the teaching of Arithmetic and in the teaching of Algebra and Plane Geometry.

In order to obtain good results, the teaching of "Methods" must be based upon a thorough working knowledge of the subject; therefore, the method courses in teaching aim to give this knowledge, and to strengthen the weak points in the student's mathematical training. It includes, (1) a brief history of the development and growth of mathematics in order to give a broader outlook of the subject, (2) a brief treatise of the place of the subject in the curriculum and its relation to correlated subjects. It presents, (1) subject matter suitable for each grade, with type lessons; (2) materials for use by both teacher and students; (3) devices, plans, etc., for motivating the subject; (4) specific handling of the subject by students as teachers. Practical and modern business methods are emphasized.

## COURSES

*Algebra 11-12:* This course covers the usual topics of algebra from the beginning to quadratic equations.

Text: Wells, Essentials of Algebra.

Five periods per week for the session.

*Algebra 21:* Prerequisite, Algebra 12 or an equivalent.

Text: Wells, Essentials of Algebra.

Five periods per week for the first term.

*Arithmetic 22:* This course reviews the grade work in arithmetic. The aim is to develop the unity of the subject, to teach thoroughly the underlying principles, to train in systematic reasoning and clearness in statement, to obtain accuracy and rapidity in calculation, and to introduce commercial usages.

Text: Smith, Modern Advanced Arithmetic.

Five periods per week for the second term.

*Plane Geometry 31-32:* This course covers the usual theorems and constructions of a good text-book. Use is made of supplemental propositions and problems. Emphasis is placed upon systematical graphical solutions. Accurate drawing and use of instruments are required.

Text: Wells, Essentials of Plane Geometry.

Five periods per week for the session.





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*Solid Geometry and Trigonometry 41-42:* Prerequisite, Plane Geometry 32.

Texts: Wells, Essentials of Solid Geometry; Robbins, Plane Trigonometry (with tables).

Five periods per week for the session.

*Arithmetic 51:* This course covers essentially the same material as Arithmetic 22, but the subject is treated more from the teacher's standpoint.

Text: Smith, Modern Arithmetic.

Three periods per week for the second term.

*Methods in Arithmetic 52:* This course is intended for those planning to teach in the grades. It covers the work of the grades and presents the subject from the teacher's standpoint, making a survey of the field, and employing the number experiences of the child as a basis for arithmetic. It aims to develop and illustrate principles and methods of instruction, to present outlines for each grade, to introduce methods and devices for interesting the pupils, to briefly trace the history of mathematics as it relates to the grades, and to correlate arithmetic with other subjects. Class discussion is based on observation of the work of the grades.

Texts: Walsh, Methods in Arithmetic; McMurry, Special Methods in Arithmetic; Stamper, The Teaching of Arithmetic.

Two periods per week for the second term.

*Solid Geometry and Trigonometry 52:* Prerequisite, Algebra 21 and Geometry 32. This course is provided for students wishing to prepare to teach mathematics in secondary schools, and is intended to review and supplement the student's high-school course in mathematics.

Texts: Wells, Essentials of Solid Geometry; Robbins, Plane Trigonometry (with tables).

Five periods per week for the second term.

*Mathematics and Methods 61-62:* This course is intended for teachers who are planning to teach in high schools.

Text: Smith, The Teaching of Elementary Mathematics. Other texts to be selected.

Two periods per week for one term for non-teaching Seniors.



## MATHEMATICS

Courses are offered in Arithmetic, Algebra, Geometry, and Trigonometry in the Academic Department.

In the Professional Department there are offered method courses in the teaching of Arithmetic and in the teaching of Algebra and Plane Geometry.

In order to obtain good results, the teaching of "Methods" must be based upon a thorough working knowledge of the subject; therefore, the method courses in teaching aim to give this knowledge, and to strengthen the weak points in the student's mathematical training. It includes, (1) a brief history of the development and growth of mathematics in order to give a broader outlook of the subject, (2) a brief treatise of the place of the subject in the curriculum and its relation to correlated subjects. It presents, (1) subject matter suitable for each grade, with type lessons; (2) materials for use by both teacher and students; (3) devices, plans, etc., for motivating the subject; (4) specific handling of the subject by students as teachers. Practical and modern business methods are emphasized.

## COURSES

*Algebra 11-12:* This course covers the usual topics of algebra from the beginning to quadratic equations.

Text: Wells, Essentials of Algebra.

Five periods per week for the session.

*Algebra 21:* Prerequisite, Algebra 12 or an equivalent.

Text: Wells, Essentials of Algebra.

Five periods per week for the first term.

*Arithmetic 22:* This course reviews the grade work in arithmetic. The aim is to develop the unity of the subject, to teach thoroughly the underlying principles, to train in systematic reasoning and clearness in statement, to obtain accuracy and rapidity in calculation, and to introduce commercial usages.

Text: Smith, Modern Advanced Arithmetic.

Five periods per week for the second term.

*Plane Geometry 31-32:* This course covers the usual theorems and constructions of a good text-book. Use is made of supplemental propositions and problems. Emphasis is placed upon systematical graphical solutions. Accurate drawing and use of instruments are required.

Text: Wells, Essentials of Plane Geometry.

Five periods per week for the session.





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Instruction is given by lectures, demonstrations, and recitations. The lectures deal with fundamental theories and laws of the subject, the more common elements and their compounds, the application of chemistry to daily life, and are illustrated by many lecture-table demonstrations. Reference is made on all occasions to practical problems, especially to those of the farm and household.

The recitations deal with the subject-matter of the text, lectures, and demonstrations. Thorough drill is given in the solution of practical chemical problems.

Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to become keenly observant, to obtain knowledge of natural phenomena by directed experimentation, and to independently reason out the explanation of the phenomena observed. Beside the experiments connected with the text-book, the students will perform many experiments of a practical nature, both qualitative and quantitative. Complete and systematic notes of experiments are required. The form and composition of the notebooks are frequently criticized.

Text: Morgan and Lyman, Chemistry and Laboratory Manual.

Laboratory fee, \$2.00 for the session.

Three single and two double periods per week for the session.

*Physics with Laboratory 41-42:* This course includes the completion of a standard text-book, in order to give the student a comprehensive and connected view of the most important facts and laws of elementary physics.

Instruction is given by lectures, demonstrations, and recitations. The lectures deal with the fundamental facts and laws of this subject and their application to daily life. These are illustrated by numerous lecture-table demonstrations. The recitations deal with the subject-matter of the text, lectures, and demonstrations. The general course is adapted to the needs of the students in the Arts Courses.

Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to obtain knowledge through directed experimentation, and to independently reason from the data obtained. Beside the experiments connected with the text-book, the student will perform many experiments of a practical nature. Complete and systematic notes are required. The form and composition of the notebooks are frequently criticized.

Texts: Millikan and Gale, First Course in Physics (Revised). Millikan, Gale and Bishop, Laboratory Manual.

Laboratory fee, \$2.00 for the session.

Three single and two double periods per week for the session.



*Chemistry of Food and Food Composition 51-52:* This course embraces a study of foods from the raw state to the finished product. It includes experiments necessary to give a practical knowledge of the most fundamental theories and laws of chemistry, the properties of the elements and compounds which enter into the composition of foods, the separation, identification, and properties of food principles, the chemical methods employed in the examination of foods with reference to adulterations, imitations, etc., the examination of foods for adulteration, preservatives, and poisonous substances. Such simple quantitative exercises as are within the grasp of the student will be included.

Texts: Weed, Chemistry in the Home; Vulte and Goodell, Household Chemistry; Bruce, Detection of the Common Food Adulterants.

One single and one double period per week for the session.

## GEOGRAPHY

*Commercial and Industrial Geography 41-42:* This course embraces a consideration of the industries and commerce of the world. It includes a survey of ancient and mediæval trade routes, modern colonization, the areas of production of the great staples and minerals of the world, means of transportation, manufacturing areas, and such like topics. The causes leading to existing industrial conditions are traced. The influence of trade and commerce on civilization is emphasized and racial interdependence is shown. The dependence of Commercial Geography upon physiographic conditions is considered. Special attention is paid to the commercial development of the United States. A complete collection of some 1,200 specimens ranged under thirty-eight topics forms the laboratory equipment.

Texts: Brigham, Commercial Geography; laboratory specimens and lectures for Industrial Geography. Reference books.

Two periods per week for the session.

*Geography 51:* This is an advanced course in general geography. The course embraces not merely a review of the essential facts and principles of geography, but includes a broader grasp of the subject than is usually demanded in the elementary school requirements. The course is intended to provide a deeper knowledge and appreciation of the subject so as to enable students, from the subject-matter standpoint, to become more skilful teachers.

Text: Frye, Higher Geography.

References: Tarr and McMurry; Brigham and McFarlane; National Geographical Magazine; Carpenter's Geographical Readers.

Three periods per week for the first term.





NORTHERN NECK CLUB



*History and Geography Methods 52:*

(For description of this course see the History Courses.)

## HISTORY

The work of the course in history is arranged to trace the growth and development of civilization, and to enable the student to understand and interpret the world of which she is a part. The aim of the study of history is to bring the past into manifest relations to the present, and to show how historical ideas and experiences are the controlling forces in our social and industrial life. History should end with giving a student a much clearer understanding of the political and social world around her.

The courses in industrial history, economics, and civics give the student an opportunity to study the commercial and industrial development of the nations, and the political progress of the people, and supplement the work in history.

The work of the professional classes is designed to prepare the student to teach history and government, by carefully and systematically studying the materials and methods in history in the elementary school, and in the high school, and by practice teaching.

The school library is well selected and comprehensive, and contains suitable books, maps, and magazines for study and reference in history, economics, and civil government.

*Ancient History 11-12:* Oriental Nations, Greece, and Rome. This course includes a brief study of Oriental Nations, with a careful study of the customs, laws, institutions, and life of the Greeks and Romans. Parallel reading. Map drawing.

Texts: Myers, *Ancient History*; Davis, *Readings in Ancient History, Greece, and Rome*.

Five periods per week for the session.

*Mediæval and Modern History 21-22:* (A) *Mediæval History*. A careful study of mediæval institutions and customs, and the development of Western Europe from the ninth century to the discovery of America. The purpose of this course is to give a clear understanding of the formative period of the life of modern times. Map drawing. Parallel reading.

Texts: Myers, *Mediæval and Modern History*; Robinson, *History of Western Europe*; Ogg, *Source Book of Mediæval History*.

(B) *Modern History:* (a) From the discovery of America to the French Revolution. (b) From the French Revolution to the present time. (c) Contemporary events.

This course is a continuation of the course in mediæval history, and aims to show how modern nations grew from mediæval beginnings. Attention is devoted to contemporary history. Map drawing. Parallel reading.

Texts: Myers, Mediæval and Modern History; Robinson, The History of Western Europe; selected sources.

Five periods per week for the session.

*English History 31-32:* This will be a general course in English history from the earliest times to the Tudor Period, with a study of the early institutions and customs, followed by a study of English history from the accession of James I to the present time, with special attention to the social and industrial life of the people, the political progress, and the influential men of the nation. Parallel reading, papers, reports, map drawing.

Texts: Cheyney, A Short History of England; Cheyney, Readings in English History; or Walker, Essentials in English History; Kendall, A Source Book of English History.

Five periods per week for the first term.

*American History and Civics 41-42:* A general outline of the history of the colonies, with the history of Virginia from its earliest settlement to the present time, and a careful study of the growth and development of the people and government of the United States. Map drawing. Parallel reading. Papers.

Texts: James and Sanford, Advanced American History; Hart, Source Book of American History; Forman, Advanced Civics; Kaye, Readings in Civil Government; Haskin, American Government.

Five periods per week for the session.

*History 52:* This is an advanced course planned especially to train teachers for the high school. It is arranged so that the student may have some knowledge of the whole past of mankind; special attention is given to conditions and institutions in order that the student may realize the vital bearing of the past on the present. Parallel reading, reports, map drawing, observation, discussion.

Texts: Robinson and Breasted, Outlines of European History; Davis, Readings in Ancient History; Robinson and Beard, Readings in European History.

Five periods per week for the second term.

*Industrial History 61-62:* History of world industry and commerce of the Ancient, Mediæval and Modern World; relation to growth of civilization; outline of industrial development in Europe and the



United States; natural resources of the United States; new forms of industry; industrial problems; proposed solution. Lectures, reports, assigned readings. This is the history course in the Arts Department. Local factories are visited when possible.

Texts: Gibbins, History of Commerce in Europe; Moore, Industrial History of the United States.

Two periods per week for one term for non-teaching Seniors.

*History and Geography Methods 52:* (A) This part of the course is devoted to a study of the materials and methods in teaching history in the elementary school. The principles and methods are fully developed by the study of the texts in the elementary school, their use, supplementary material, lesson plans, model lessons, aids, maps. The best pedagogical material is used. Text-books are examined and compared. Oral and written reports. Observation and discussion.

(B) In this part of the course a study is made of the approved methods of teaching geography in the elementary school. Free classroom discussion is conducted. Such principles as the following will be analyzed and discussed: the place of geography in the school course; grading the child for geography; character of material; the sources of material; the selection of material; presentation of material; home geography; geography types for the several grades; the psychological value of geography; the relationship between geography and the basic sciences; history and geography; the causal motion in geography; the emphasis of the commercial and industrial side; geography excursions; incidental teaching; lesson plans (written lesson plans will be required); aids in teaching geography; the teacher's preparation; value and use of text; model lessons; bibliography, etc.

Texts: McMurry's Special Method in these subjects; Kemp's Outlines of History for the Grades; Fairbanks' The Western United States. These will be supplemented by copious notes based upon the observation and experiences of the instructor in teaching and supervising; Sutherland's Methods in Geography; Kirchwey and Dodge's Methods in Geography.

Three periods per week for the second term.

*History Methods 52:* This course is planned for students who expect to teach in the high school. The materials and methods in use to-day are studied, observed, and criticized. The best texts are examined. Material will be drawn from general history, English history, and American history. Model lessons will be used. The best text-books will be examined. This is a practical course for teachers,

based on the best source and text-book material, and pedagogical literature. Parallel reading; maps; observation and discussion; oral and written reports.

Texts: Johnson, *The Teaching of History*; selected readings.

Two periods per week for the second term.

## LATIN

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, the source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

Teachers wishing to enter high-school work will possess a commanding advantage if they have a well-grounded knowledge of Latin, inasmuch as female teachers conversant with this subject are comparatively few, and there is a widespread demand in our high schools for teachers who can teach Latin.

The beauties and charms of the language itself and a coincident insight into the literary and historical setting of Roman life during the classical period offer a strong incentive also for a mastery of Latin.

In the Latin course stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon.

*Latin 11-12:* The study of Latin is begun, and the student is thoroughly drilled in forms; daily exercises in the translation of Latin into English and English into Latin; drill in sight reading.

Texts: Jenner and Wilson, *Cæsar's First Campaign*.

Five periods per week for the session.

*Latin 21-22:* A brief review of forms and leading points of syntax; study of the life and times of Cæsar; exercises based on Cæsar; the reading of four books of Cæsar; constant drill in sight reading. The derivation of many English words from Latin is impressed upon the student in this course.

Texts: Bennett, *Latin Grammar*; Riess and Janes, *Cæsar (I-IV)*.

Five periods per week for the session.

*Latin 31-32:* Review of forms; systematic study of Latin syntax; study of the life and times of Cicero; six orations of Cicero (the



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four against Catiline, Archias, and the Manilian Law); constant drill in sight reading of Latin; study of English words derived from Latin.

Texts: Allen and Greenough, Cicero; Bennett, Latin Grammar; Bennett, New Latin Composition.

Five periods per week for the session.

*Latin 41-42:* Complete review of Latin grammar, with special study of the cases, and syntax of the verb; advanced exercises, involving the typical constructions of syntax; study of the life and times of Vergil; parallel reading in Roman history; six books of Vergil; drill in sight reading in Latin; study of English words derived from Latin. An effort will be made in this course to give the student some appreciation of the beauty of Vergilian poetry.

Texts: Bennett, New Latin Composition; Fairclough and Brown, Vergil; Bennett, Latin Grammar. Reference books in library.

Five periods per week for the session.

*Latin and Methods 52:* Lectures on the teaching of Latin; practical work and observation by the student; reading *Cicero, De Senectute* and Horace's Odes, Book I; prose composition.

Texts: Game, Teaching High School Latin; Bennett, Latin Grammar; Shorey, Horace.

Five periods per week for the second term.

## FRENCH

*French 31-32:* This course comprises a study of simple rules of grammar; practice in questions and answers; study of vocabularies and verb forms; drill in conversation; memorizing, and translation.

Texts: Chardenal, Complete French Course; Bruce, Lectures Faciles; Guerber, Contes et Légendes.

Five periods per week for the session.

*French 41-42:* This course comprises the study of irregular verbs, grammar, weekly exercises, reading, conversation, memory work, and some study of French art and literature.

Texts: Chardenal, Complete French Course; Halevy, L'Abbé Constantin; Labiche et Martin, La Poudre aux Yeux; Lamartine, Jeanne D'Arc; Dumas, La Tulipe Noire.

Five periods per week for the session.

*French 52:* In this course seventeenth-century literature will be read, and the history of this period studied. Summaries and reviews of books read will be required. The class will be drilled in conversation and rapid translation into French.

Texts: Corneille, *Le Cid* and Horace; Molière, *Le Médecin Malgré Lui* and *Le Bourgeois Gentilhomme*; Racine, *Athalie*; Fraser and Squair, *French Grammar*; reference books in the library.

Five periods per week for the second term.

## HOUSEHOLD ARTS DEPARTMENT

Household Arts include a study of those subjects which have to do with the welfare of the home, such as courses in foods, food chemistry, textiles and clothing, the house and its furnishings. So much does the health, happiness and even life of the individual, and the welfare and advancement of the nation, depend upon the home that we believe home-making should be regarded as a profession and be given the most serious thought; that every woman should have some training in this most important of all professions; that a school which stands for the betterment of human life in every way can not afford to disregard so important a phase of life. For these reasons the courses of study have been planned with the aim to develop ideas of better home life, to gain knowledge of the needs of the body and of each individual in the home, to create interest in all details of the home and its management, to give true ideas of economy in labor, time and money, and to gain the knowledge of the proper selection and uses of the foods and textiles, in order to use them to the best advantage in the home.

*Household Arts 21-22:* (A) *Foods and Cookery.* A beginner's course in cooking, including a brief study of the foods and the principles of cookery, the preparation of simple dishes, and directions for their combination and serving.

(B) *Clothing and the Home:* An elementary course on clothing and the home. (a) Hand and machine problems will be given in sewing. The main idea in the selection of problems will be the furnishings for a girl's room. (b) Special stress will be placed on the care and sanitation of the kitchen, and on the care of a girl's room as to cleaning, bed-making, decoration and ventilation.

Three single and two double periods per week for the session.





STITCH CLUB





*Household Arts 31-32: (A) Clothing and Textiles.* A course in sewing, garment construction, textiles, care and repair of clothing, etc. The making of a simple set of under-garments and a simple dress is required.

(B) *Home Nursing and Cookery.* A brief study of the treatment of accidents, such as burns, cuts, poisons, etc., is given. The care of the sick in the home, and the preparation and serving of foods for the sick are emphasized.

Three single and two double periods per week for the session.

*Home Economics 31-32:* This course is planned to teach the economic phases of the home and community. The fundamental economic principles are studied and applied to practical questions. The development of the course is based on the needs of the woman in the home, and is planned to cover the field of the home-maker's duties. Economic importance of production and consumption, relation to the business world, home expenditures, household accounts, economic housing, buying and selling, women and children in industry, business methods, vocations, and organized living. A careful use of reference books, magazines and newspapers is added to the text.

Text to be selected.

One single and one double period per week for the session.

*Household Arts 41-42: (A) Foods and Cookery.* An elementary study of the food principles, their composition, nutritive value, cost, etc.; heat, its application to cooking and its effect upon the different food principles; preparation of type dishes of cereals, vegetables, milk, eggs, cheese, sugar, meats, batters, doughs, beverages, desserts, etc.; the serving of a simple meal.

(B) *Laundrying.* A study of the processes in laundrying; removal of stains, soaps, varieties of starches and bluing in use; dyes, and means of setting, the effects of acids and alkalis and heat on different fibers, practice in laundrying and dry-cleaning.

(C) *Home Management.* A general survey of the organization of the household work, domestic service, purchase and care of food supplies, cleaning, repairs, etc.

Three single and two double periods per week for the session.

*Cooking and Dietetics 51-52: Foods and Cookery.* The aim of this course is to study the foods—their composition, structure, nutritive value, place in the diet and cost; to learn the chemical and

physical effects of heat on the food principles and the relation these matters bear to digestion and nutrition, to make application of this knowledge in actual cookery, aiming at skill in manipulation of tools and materials. This course also includes a study of simple dietetics, planning of well-balanced dietaries, digestion and absorption of foods, the elements of planning, cooking and serving simple meals.

Two double periods per week for the session.

*Dressmaking 51-52: Clothing and Textiles.* (A) This course includes a study of the fundamental stitches, the use of the machine and attachments, elementary work in drafting and use of patterns, darning, patching, hand and machine sewing, and simple embroidery stitches as applied to a full suit of underwear, waist, skirt and dress.

(B) A study of textiles, considering the development from the primitive forms of textile industries up to the present time; the present methods of carding, spinning, weaving, etc.; the principal fibers, their production, properties, preparation and uses for clothing. Hygiene and care of clothing, consideration of budgets according to income, locality and occupation; the value of fabrics used in clothing and household furnishing as to beauty, durability and relative cost.

One single and one double period per week for the session.

*Cooking and Table Service 61-62:* This course includes canning, preserving, jelly making, planning menus for different meals; a close study of the great problems of menu-making; planning, cooking and serving breakfasts, luncheons and dinners, with practice in different styles of table service; soups, entrées, sauces, salads and desserts, with various methods of preparation and garnishings. An opportunity for review of principles learned in Cookery 51-52 is given.

One single and one double period per week for the session for non-teaching Seniors.

*Home Management 61:* Home and Its Furnishings. Consideration of means for beautifying the home and its surroundings; arrangement of rooms, furnishings and principles of decoration, care of different rooms as to cleaning, ventilation; routine for household work; selection and cleaning of metals, utensils.

Two single periods per week for one quarter for non-teaching Seniors.

*Dressmaking and Millinery 61-62:* (A) Practice in accurate measurements, drafting, cutting and fitting; the principles of good design as applied to clothing; tailored and other finishings, handling woolsens, silks, and other fabrics. An evening dress is included among the problems.





BETTER TO SEW, MY DEAR, CLUB







THE HANDICRAFTERS



(B) An elementary course in Millinery, making various shapes in paper patterns; construction of frames of buckram; covering and finishing a hat with straw, silk, etc.

One single and two double periods per week for one term for non-teaching Seniors.

*History of Costumes 62:* A study of Ancient Egyptian, Grecian, French costumes, early and modern, will be given.

Lectures, required readings, and discussions.

Practical work consists of making charts illustrating the various steps in the changing of the styles.

Two single periods per week for one quarter for non-teaching Seniors.

*Household Arts Methods 61-62:* A study of the educational basis of Household Arts and its relation to other subjects; content of the subject; examination of courses of study in elementary and secondary schools; organization and planning courses of study and equipment for elementary and secondary schools according to the environment selected by the student; types of lessons for different grades; classroom management as related to household arts; sources of materials and illustrative work; practice teaching in household arts.

Two single periods per week for one term for non-teaching Seniors.

Notes:

Laboratory fee, \$2.00 per session for all cookery students.

In all sewing courses students furnish their own material.

Fee, 50 cents per session.

## INDUSTRIAL ARTS

*Industrial Arts 21-22: Handwork.*

This course includes work in the following materials—wood, metal, clay, cement, paper and cardboard—and a brief study of the industries using these materials. Some of the projects selected are a set of shelves, copper bowl, hand-built vase, cement tea tile, recipe file, kodak book. Part of the course will consist of the study of color harmony and lettering in map drawing, designing life-history charts of plants and animals.

Fee, \$2.50 for the session.

Three single and two double periods per week for the session.

*Industrial Arts 31-32: (a) Handwork.*

This course includes advanced work in the use of the following materials: wood, metal, clay, cement, textiles, reed for baskets, paper and cardboard. The principles of design are studied and applied

in the making of each project. Charts are made showing the processes from the raw material to finished product. Some of the projects are: sewing table, simple soldering, hand-built pottery, cement window box, drinking trough for chickens, including the making of the forms, dyeing and printing textiles, sewing or sandwich basket, boxes, binding magazine articles, scrap book.

Fee, \$3.00 for the session.

Two single and one double period per week for the first term.

One single and one double period per week for the second term.

(b) *Elementary Agriculture.*

This part of the course includes a study of the fundamental principles of agriculture, the first term; a special study of plant life, the second term, which embraces a general understanding of the processes of plant growth and the condition of its environment. Emphasis is laid upon an appreciation of the scientific basis underlying plant life. Knowledge of a few special crops, a fair amount of deftness in laboratory work, ready and accurate observations and the formation of right ideas as to agriculture and country life are required.

One single and one double period per week for the first term.

Two single and one double period per week for the second term.

*Rural Economics 31-32:*

This course comprises a study of farm economics, including coöperative buying, selling and marketing and other rural activities. The work of the United States Department of Agriculture and other agencies in fostering better farming and establishing club work is studied. An attempt is made to give the students a better appreciation of rural life and its opportunities and to enable them to better adapt themselves to their environment, and to coöperate with the uplifting agencies of the community, such as the church and school.

Text to be selected.

Two periods per week for the session.

*Industrial Arts 41-42: (a) Elementary Bookbinding.*

This part of the course is to meet the need for practical constructive work in the grades and high school where there is no special equipment. It develops the power to plan and the power to execute—two important factors in the child's life. It takes up the study of paper making and book binding, the history of each, and the growth and development of these industries in this country. It affords instruction in the principles and processes of book making. The special problems include the making of boxes, portfolios, desk pads, kodak



and scrap-books, notebooks, and problems in book-mending. These problems require study of form, proportion, good spacing, and color.

Fee, \$3.00 for the session.

Two single and one double period per week for the first term.

One single and one double period per week for the second term.

(b) *Advanced Agriculture.*

The first term emphasizes principles of general agriculture. The second term is a study of animals, animal husbandry and animal productions. Field trips are planned to farms of the community to see the different kinds of stock, to judge individual animals, and to note the details of construction of stalls, yards and other equipment. Practical work will be given in the care of poultry.

One single and one double period per week for the first term.

Two single and one double period per week for the second term.

*Theory and Practice of Industrial Arts 51-52:*

(a) This course is planned to give the typical forms of Industrial Arts which are practical in the elementary grades and high school. It includes the study of Industrial Arts in relation to other subjects in the curriculum, the method of teaching in rural and city schools, the planning of lessons and of courses of study, planning and assisting in the making of a school exhibit.

Fee, 50 cents for the term.

One period per week for the session.

(b) This course includes discussions in methods of teaching high-school agriculture; a study of various high-school courses in agriculture; organizing and classifying material; practice in directing laboratory and field work.

One period per week for the session.

*Handwork 52: Primary Handwork.* A course designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression in primary grades. The problems will include work in clay, paper, cardboard, textiles, weaving, simple basketry, model farm, and community sand table.

Fee, \$2.00 for the term.

One single and one double period per week for the second term.

*Handwork 52a: Elementary Handwork.* This course gives the various forms of handwork which can be used as a means of self-expression in the elementary grades. It will include problems in

paper and cardboard, in textile printing, block printing and stenciling, weaving, the making of hand-built pottery for the study of form, and simple woodwork and metal work.

Fee, \$2.50 for the term.

One single and one double period per week for the second term.

*Handwork 52b:* This course gives the various forms of handwork which can be used as a means of self-expression in the high schools where there is no especial equipment. It will include problems in mending and care of books, textile printing, the making of hand-built pottery for the study of form, and simple woodwork and metal work.

Fee, \$2.50 for the term.

One single and one double period per week for the second term.

*Home Mechanics 51-52:* This course offers practical application in the principles of harmony and color study for decorative house furnishing. It includes the making of picture frames; the hanging of pictures, printing, and hanging of curtains; treatment of floors, walls, wall coverings, weaving rag rugs, and repairing and refinishing of old furniture; the mending of cooking utensils; the making of window boxes, drying racks, germinating seed testers, and pressing boards; the making of simple box furniture.

Fee, \$2.50 for the session.

One single and one double period per week for the session.

*Design 51-52:* The principles of design and composition are studied in this course in order that the student may be trained to express ideas in terms of harmonious line, mass, and color. This subject will include constructive and decorative designs for textile printing, designs for embroidery, designs for costume, with special problems in household decoration for the students in the Household Arts classes.

Fee, \$2.00 for the session.

One single and one double period per week for the session.

*Nature Study and Methods (with Lab.) 51-52:* The purpose of this course is to lead the student into an intelligent appreciation of the relation existing between herself and the things which make up her environment, such as living forms, water, soils, and rocks; or to have her learn "those things in nature that are best worth knowing, to the end of doing those things that make life most worth the living."





NIGHTINGALES





The work of the course consists of recitations and lectures and of laboratory work, library work, and field work. Special attention is given to available material of the season: insects, birds, trees, shrubs, wild flowers, plants of the garden, weeds, selecting and judging seed corn, seed germination; planning and planting school garden, flower beds, and window boxes; propagation of plants by budding, cuttings, and bulbs; visiting and working with Home Garden Clubs. Specimen lessons and practice in writing lesson plans; suggestions for nature study work in the grades; nature study notebooks.

Text: Hodge, *Nature Study and Life*. A reference library of carefully selected books is at hand. But the best reference book is the book of nature, illustrations from which may be found upon the school farm with its running brooks, sloping hillsides, and sheltered valleys, and in its myriads of living things.

Fee, 50 cents for the session.

One single and one double period per week for the session.

*Agriculture and Methods 52*: This course involves two phases: acquiring the facts and principles of agriculture and the pedagogy of agriculture, which also involves theory and practice.

Texts: Warren, *Elements of Agriculture*; Hunmel, *Materials and Methods in High School Agriculture*.

One single and one double period per week for the session.

*Elementary Agriculture 51-52*: This course includes work done in *Industrial Arts 51-52*, and additional tests and experiments and a detailed study of results of experiments made at different agricultural experiment stations.

One single and one double period per week for the session.

*Industrial Arts 51-52*: Same as *Industrial Arts 31-32*.

*Rural Economics 51-52*: Same as *Rural Economics 31-32*.

*Agriculture and School Gardening 61-62*: This course includes study of grafting, cuttage, layerage, pruning, and spraying, insect enemies, hot-beds and cold-frames, fertilizers, farm animals, farm machinery, farm selecting, planning rotation, locating fields, lots and buildings, planning and planting economic garden.

One single and two double periods per week for the session.

*Art Appreciation 61*: The principles of art structure studied through a course of illustrated lectures on the masterpieces of the

world in painting, sculpture, and architecture. The class is advised to plan for a trip to Washington for the purpose of studying examples of architecture, painting, and sculpture.

One period per week for one term for non-teaching Seniors.

*Home Mechanics 61-62:* This course includes advanced study of home furnishing and problems required in the Household Arts and Industrial Arts courses, such as making a fireless cooker and hot-bed frames. The course gives a good working knowledge of the wood-working tools and their uses. The study of constructive design and working drawings. The making of simple box furniture and wood-work for grammar grades.

Fee, \$3.00 for the session.

One single and one double period per week for one term for non-teaching Seniors.

*Handwork 61-62:* The work in this course will give the student a thorough knowledge of handwork for the elementary grades and the high school. It will include problems in metal work, cardboard construction, clay work, elementary bookbinding, and the mending and care of books.

Fee, \$3.00 for the session.

One single and two double periods per week for one term for non-teaching Seniors.

## DRAWING

*Drawing 32:* Nature drawing from large growth of grasses, fruits, flowers. Still-life drawing from groups of two objects; study of perspective; study of harmony of line; light and dark; and color through variations of good designs; lettering and designing posters, cards, programs.

Studio fee, \$1.75 for the session.

Two periods per week for the second term.

*Drawing 41-42:* Both terms of this course are spent in studying the principles of design and free-hand drawing of plants, figures, and animals. Original designs and compositions are made. Color harmonies are studied through block printing and stenciling fabrics and poster work.

Studio fee, \$2.25 for the session.

Two periods per week for the session.



THE GLEE CLUB







*Drawing 51-52:* Similar in character to Drawing 32.

*Drawing and Methods 51-52 and 61-62:* The second term includes the theory and practice of teaching art in the public schools, planning lessons and courses of study, practice in grade work in drawing, and a course in picture-study for the elementary grades and high school. Students study and discuss the relation of art to other phases of school work. Students are taught how to obtain and use the bulletins of the Bureau of Education, of the Smithsonian Institution, of the Bureau of Publications, and the catalogs and materials given by manufacturers. Cost of material and equipment for use in public schools is considered.

*Drawing 51a-52a:* Study of harmony of line, tone and color through copying of good designs; application of principles of composition through original designs for stenciling and block printing, book covers and boxes; power to appreciate fine qualities of proportion, arrangement and color in designing and planning homes.

Fee, \$2.00 for the session.

Two periods per week for the session.

*Drawing 61a-62a:* Advanced course for those who have completed Drawing 51a-52a. Exercises include: original designs, copies of masterpieces, block printing, stenciling-tied and dyed work, place cards, score cards, book covers, drawing from still life, figure, and landscape.

Fee, \$2.00 for the session.

Two periods per week for one term for non-teaching Seniors.

## MUSIC

The aim of the course in music in a normal school is to prepare the students to teach music in the public schools. Wherever music has been systematically and pedagogically taught to children in the grades, educators have become fully convinced of its educational value. No subject has greater power in awakening and stimulating thought and action. It combines the training of mathematics and language, and is a serious factor in the mental, physical, and emotional development of a child.

To teach the subject effectively the teacher must herself be equipped with a knowledge of the fundamentals. It is essential that she be able to read at sight such simple music as should be taught in the

grades, and it is desirable that through more advanced study she may have a broader conception and appreciation of the intellectual and æsthetic values of music.

*Music 32:* This course is designed for beginners. Its completion requires the ability to read at sight simple music such as is taught in the first four grades.

Scale: Major and Normal Minor.

Tone Study: Interval studies; scale relations established by changing Do; sharp 4 and flat 7—all chromatics introduced.

Measure: Two-one, two-two, three-two, four-four, and six-eight.

Rhythm: One sound to one beat; two or more beats to one sound; two, three, and four sounds to one beat. Dotted half followed by a quarter in two-two measure. Dotted quarter followed by an eighth in two-four measure. Dotted eighth followed by a sixteenth in two-eight measure.

Methods of teaching music are strikingly similar to the most successful methods of teaching reading. In each case the learner must be familiar with the thing to be represented before any attempt is made at representation. Such methods will be employed in this course. The students will acquire a musical vocabulary through the study of the scale tones in their relation to each other by means of little phrase groups, using the Italian syllables. When familiar enough with these phrase groups to recognize them when they are sung or played, the representation will be given. Thus all problems, both tonal and rhythmic, are presented to the ear first. Trained in this way, at the completion of course I a student should hear the tones and feel the rhythms when she looks at the printed page of music, precisely as the reader of English gets the thought by silent reading.

Material: Melody Studies, W. Aiken. Second Year Music, Third Year Music, Fourth Year Music, H. E. Dann. Manual of Dictation, Book I, H. E. Dann. Harmonic Music Charts A-B-C-D, Ripley and Tapper. Music Writing Book, No. I, H. E. Dann.

Two periods per week for the session.

*Music 41a-42a:* Students entering the fourth-year high-school course without any previous knowledge of music will enter this class. The material and method of instruction will be the same as that outlined in Music 32.

Two periods per week for the session.

*Music 41-42:* The student who has had one year of instruction in music in this school, or its equivalent in some other school, will be admitted to this course. The completion of the work outlined for the

first term will require the ability to read at sight the material used in the grades. The method of instruction is the same as that employed in Music 32.

Scale: Harmonic and Melodic Minor. Representation of all scales without signature.

Tone Study: Exhaustive study of chromatic tones.

Rhythm: Dotted beat-note. Unequally divided beat. Syncopation.

Material: Fifth Year Music, H. E. Dann. Individual Singing Exercises, Grades Five, Six, Seven and Eight, Arthur Abbott. Harmonic Third and Fourth Readers, Ripley and Tapper. Harmonic Music Charts E-F-G, Ripley and Tapper. Manual of Dictation, Book II, H. E. Dann. Music Writing Book, Nos. II and III, H. E. Dann.

Two periods per week for the session.

*Music 51-52:* Students entering the Junior professional year without any previous instruction in music will enter this course. The method of instruction, the material used, and the completion of the course will be the same as that of Music 32.

Two periods per week for the session.

*Music and Methods 51-52:* This course will be devoted to the pedagogical consideration of music from the kindergarten to the seventh grade, inclusive. The work of each year is taken up in detail and all problems which confront the grade teacher discussed.

Preparation of lesson plans and practice teaching is a phase of the work.

Two periods per week for the session.

*Music 51a-52a:* This course is designed for those students who have completed Music 41-42, and who wish to specialize in Music, with a view to becoming public school music supervisors; elementary courses in advanced sight-reading and dictation, melody-writing, elementary harmony, music history, principles of voice-placing, and sufficient pianoforte instruction to enable the student to play at sight standard hymns, songs, etc., for accompanying purposes, is given.

Two periods per week for the session.

*Music and Methods 61-62:* Students who have completed Music 51-52, or its equivalent, are eligible to this course, which is the same as that outlined in Music and Methods 51-52.

Two periods per week for the session.

*Music 61a-62a:* Students who have completed Music 51a-52a are eligible to this course. More advanced work in pianoforte and voice-production is required; music appreciation, music analysis, chorus conducting are also included in this course. All problems facing the music supervisor will be discussed.

Two periods per week for one term for non-teaching Seniors.

*Chorus Singing:* Chorus singing is required of all students in the school, beginning with the Freshman year. The chorus is divided into two sections, as follows:

Section A is composed of those students who have not attended one year of chorus work in this school. Standard hymns are studied, as well as choice secular songs.

One period per week for the session.

Section B is made up of those students who have attended one year's chorus work in this school. More advanced compositions than those presented in Section A are studied.

A mere technical knowledge of music is not all that is necessary to the student who goes out into a community as a teacher. A broader, clearer, and more helpful conception of the subject is essential if the greatest good is to be accomplished.

As time and opportunity permit it is planned to correlate with the chorus work of Section B a course in music appreciation. Short lectures on the standard operas, oratorios, and best-known works of the great composers, illustrated by selections played on the Victor phonograph, will be offered.

One period per week for the session.

Not over two years of chorus will be required of any student.

*Glee Club:* A glee club of from forty to fifty members is chosen from the student body. Eligibility is based upon quality of voice and sight-reading ability. Two, three, and four-part choruses of the highest character are studied in weekly rehearsals. Two concerts are given during the year.

## PHYSICAL EDUCATION

We are realizing to-day more and more the futility of training the moral and mental sides of our nature at the expense of the physical. Believing that the best work can be done when our girls are in a vigorous, healthy condition, it is our aim to develop the bodies of our students, as well as their minds, that they may reach the highest



state of efficiency of which they are capable. There is perhaps no profession where the nervous strain is greater, or where the temptation to neglect the care of the body is stronger, or where poise, self-control, and strength of body and mind are more needed than in the profession of teaching.

We teach our girls to take intelligent care of their bodies and aid them in forming habits of exercise, diet, sleep, recreation, as well as habits of study, which may be of benefit not only while they are in school, but in after-life as well. Good posture and carriage of the body are taught and emphasized at all times, and students are trained to walk and stand correctly.

Each student is required to take two periods of gymnastic work a week, and a minimum of fifteen minutes of out-of-door exercise every day, record of which is kept.

The course in physical training is conducted with two principal aims which are of hygienic and educational value. First, to stimulate the proper functioning of the bodily organs, thus developing proper carriage, grace, and strength. Second, to cultivate the faculties of attention, judgment, and that greatest perhaps of all assets to the individual—self-control.

The classification is as follows:

*Physical Education 11-12:* Combination of Swedish and German gymnastics. Order movements and tactics. Wand and dumb-bell exercises. Simple folk and æsthetic dances.

Two periods per week for the session.

*Physical Education 21-22, 31-32, 41-42:* Same general order of exercises as 11-12, but more advanced; the more complicated drills, Indian clubs, dumb-bells, skipping reeds, bounding balls, etc., based upon simpler exercises previously taught.

Two periods per week for the session.

*Physical Education 51-52:* Practical demonstration of exercises suitable for public-school work. Practice in directing and training for school athletics and refereeing games.

Two periods per week for the session.

*Songs and Games 51-52:* This course is intended to supplement the work done already in Physical Training, and to fit the instructor to teach suitable singing games and folk-dances to children, and also to correlate the above with instruction in language, arithmetic, history, etc.

Two periods per week for the session.

*Physical Education and Educational Gymnastics 61-62:* This course includes regular advanced work on the floor and a study of the aims of gymnastic training. Special emphasis is placed on classroom management of physical training lessons; playground and schoolroom games; corrective and simple medical gymnastics, etc.

Text: School Room Gymnastics Free Hand, Bancroft.

Three periods per week for one term for non-teaching Seniors.

*Health and Sanitation 61-62:* This course is especially adapted to the needs of teachers and is treated under the following heads:

A. Personal Hygiene, including diet and nutrition, rest, fresh air, posture.

B. Public Hygiene and Sanitation, contagion and infection, inoculation, immunity.

C. First aid to the injured.

Text: No special text is used.

Two periods per week for one term for non-teaching Seniors.

## LIBRARY

*Library Methods 51:* Children's reading and the library for the school will be discussed. Lists of suitable books, the State work for libraries, the best publishers, prices, and other necessary information will be made familiar. The care of books, the preparation of card catalogues and their use, the classification and numbering of small libraries, and questions of library economy will be discussed in as practical way as possible.

One period per week for the first term.

*Library Methods 61-62:* Same as Library Methods 51.

One period per week for one term for non-teaching Seniors.

# Graduates

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## SESSION 1916-17

### REGULAR DIPLOMA

Calphurnia Anna Bailey	Rachel Scharborough Messick
Abbie Ballard	Lillie Lee Michie
Daisy Emma Bargamin	Eugenia Constance Millner
Lucile Hooe Boggs	Viola Virginia Matthews
Sadie Maude Bowles	Anne E. Stribling Moncure
Maria Elizabeth Brewington	Edna Watkins Morton
Bessie Belle Broache	Mayble Ada Nash
Mabel Pauline Browne	Ruth Oliver
Mildred Louise Brown	Lucy Payne
Edna Earle Carter	Francis Virginia Pippins
Elizabeth Chauncey Carter	Ada Pearl Powell
Hermine Virginia Coghill	Mary Minor Richardson
Mary Ball Connellee	Blanche Wester Roberts
Roberta Williams Cralle	Lillie French Roberts
Margaret Virginia Dix	Corrinne Lucille Rogers
Lyda Monroe Ellis	Ina Ethelwyn Scott
Mildred Imogen Ellis	Lois Marie Shuman
Nancy Buckner Eubank	Ethel Johnson Smith
Elizabeth Bernard Finegan	Mary Frances Smith
Ruth Ivanhoe Ford	Josephine Catherine Spindle
Carrie Carlton Fox	Lucy Blanche Stoneham
Nannie Davis Goodman	Amy Esther Vandegrift
Martha Frances Herndon	Gertrude Williamson White
Ilus Morton Hutcheson	Susie Emily Willson
Margaret Travers James	Lucile Rosalie Woody
Mary Tyrold Kidd	Judith Augusta Wright
Elsie Warner McKann	

### HOUSEHOLD ARTS DIPLOMA

Effie Graham Berry	Anne MacGregor James
Mamie Lee Biscoe	Ruth Gertrude King
Leam Beatrice-Snow Flippin	Gertrude Patterson Saunders
Mary Rebecca Harwood	Margaret Irvine White

## Register of Students for 1916-17

NAME	ADDRESS	COUNTY OR CITY
Abernathy, Gladys Carroll.....	Fredericksburg .....	Spottsylvania
Alband, Ruth .....	Roxbury .....	Charles City
Armistead, Ellen Todd.....	Hampton .....	Elizabeth City
Aylor, Maud Frances.....	Mitchells .....	Culpeper
Bailey, Anna Calphurnia.....	Richmond .....	Henrico
Ballard, Abbie .....	Berea .....	Stafford
Bargamin, Daisy Emma.....	Portsmouth .....	Essex
Bareford, Alma Myrtis.....	Dunbrooke .....	Northampton
Berry, Effie Graham.....	Cape Charles .....	Orange
Beazley, Roy Carpenter.....	Somerset .....	Orange
Beazley, Ruby Lee.....	Somerset .....	Lancaster
Beane, Mildred Louise.....	Nolusk .....	Spottsylvania
Biscoe, Mamie Lee.....	Fredericksburg .....	Orange
Bishop, Mary .....	Orange .....	Union
Bivens, Sarah Catherine.....	Wingate, N. C.....	Henrico
Bowles, Sadie Maude.....	Glen Allen .....	Accomac
Boggs, Lucile Hooe.....	Washington, D. C.....	Fredericksburg
Boggs, Sallie Adams.....	Washington, D. C.....	Spottsylvania
Boggs, Amelia Loffand.....	Nandua .....	Louisia
Bonner, Lena Mae.....	Fredericksburg .....	Westmoreland
Boxley, Marian Jerdone.....	Fredericks Hall .....	Madison
Billingsley, Adelaide Perry.....	Colonial Beach.....	Madison
Blankenbaker, Mary Virginia.....	Madison .....	Middlesex
Blankenbaker, Ida Irene.....	Madison .....	Southampton
Bland, Idalia Tyler.....	Jamaica .....	Ashland
Blick, Eleanor Caroline.....	Drewryville .....	Lancaster
Brinkley, Ruth Odell.....	Ashland .....	King and Queen
Brewington, Elizabeth Maria.....	Irvington .....	Elizabeth City
Brooks, Ila Lynwood.....	Biscoe .....	Shenandoah
Brown, Mildred Louise.....	Phoebus .....	King and Queen
Browne, Mabel Pauline.....	Edinburg .....	Orange
Broache, Bessie Belle.....	Edna .....	Culpeper
Brooking, Ruby Maxine.....	Somerset .....	Mathews
Brown, Delia Manning.....	Winston .....	Mathews
Burke, Genevieve Contesse.....	Mathews .....	Accomac
Burke, Mary Ellen.....	Mathews .....	Stafford
Bundick, Mary Virginia.....	Modest Town .....	Caroline
Burton, Janie McKinley.....	Hemp .....	Caroline
Burruss, Earleyne Meredith.....	Chilesburg .....	Caroline
Carter, Edna Earle.....	Lent .....	Spottsylvania
Carter, Elizabeth Chauncey.....	Fredericksburg .....	Caroline
Carter, Winnie Davis.....	Lent .....	Middlesex
Carter, Viola Tribble.....	Churchview .....	Caroline
Carter, Nellie Judson.....	Bowling Green .....	Northumberland
Cary, Florence Jett.....	Lillian .....	Spottsylvania
Carmichael, Lucy Ashby.....	Fredericksburg .....	Mathews
Callis, Delma Cosette.....	Tabernacle .....	



NAME	ADDRESS	COUNTY OR CITY
Campbell, Martha Louise.....	Mulberry Island .....	Warwick
Clark, Huldah Ada.....	Rhoadesville .....	Orange
Cleaton, Mary Bertha .....	Blackridge .....	Mecklenburg
Chewing, Caroline Waller.....	Partlow .....	Spottsylvania
Chewning, Hellen Lewis.....	Chilesburg .....	Caroline
Connellee, Mary Ball.....	Lenora .....	Lancaster
Coghill, Hermine Virginia.....	Bowling Green .....	Caroline
Collins, Ione Bertrande.....	Hanover .....	Hanover
Collins, Elizabeth Margaret.....	Ideal .....	Caroline
Cosby, Mariah Louise.....	Buckner .....	Louisa
Cosby, Martha Terrell.....	Buckner .....	Louisa
Cosby, Sarah Wingfield.....	Buckner .....	Louisa
Corr, Katherine Elizabeth.....	Little Plymouth.....	King and Queen
Cockerille, Georgia Austin.....	Herndon .....	Fairfax
Cockerille, Florence Reno.....	Herndon .....	Fairfax
Courtney, Eva May.....	Ino .....	King and Queen
Courtney, Lucy Blanche.....	Ino .....	King and Queen
Conway, Lucy Gouldin.....	Moss Neck .....	Caroline
Childester, Genevieve Katherine..	Clarksburg, W. Va.....	Harrison
Cralle, Roberta Williams.....	Emmerton .....	Richmond
Cunningham, Eva Lillian.....	Pamplin .....	Prince Edward
Cunningham, Anne Lee.....	Fredericksburg .....	Spottsylvania
Daffan, Myrtle Estelle.....	Brooke .....	Stafford
Dew, Ellen Byrd.....	Woodford .....	Caroline
Dempsey, Hester Mae.....	Leavells .....	Spottsylvania
Davenport, Helen Louise.....	Heathsville .....	Northumberland
Diggs, Frances Ethel.....	Cardinal .....	Mathews
Diggs, Jean Hart.....	Waterloo .....	Fauquier
Diggs, Myrtle Loving.....	King and Queen.....	King and Queen
Dillehay, Gaynelle.....	Hudgins .....	Mathews
Dillard, Virginia Hardenia.....	Chilesburg .....	Caroline
Dickinson, Pearl Lillian.....	McHenry .....	Spottsylvania
Dix, Margaret Virginia.....	Irrington .....	Lancaster
Dudley, Natalie Elmyra.....	Churchville .....	Augusta
Duncan, Elsie .....	Belle Haven .....	Accomac
Durette, Dorothy St. John.....	Leavells .....	Spottsylvania
Eckenrode, Frances Cornick.....	Fredericksburg .....	Spottsylvania
Edwards, Mattie Laine.....	Farnham .....	Richmond
Ellis, Mildred Imogene.....	Floyds .....	Essex
Ellis, Lyda Monroe.....	Floyds .....	Essex
English, Dora Virginia.....	Falmouth .....	Stafford
Eubank, Nancy Buckner.....	Millers Tavern .....	Essex
Foster, Mabel Elizabeth.....	Norfolk .....	
Felton, Ida Frances.....	Council, N. C.....	Bladen
Ferguson, Belle Wooding.....	Java .....	Pittsylvania
Flanary, Ethel .....	Jonesville .....	Lee
Flanary, Lennie Mae.....	Jonesville .....	Lee
Flippin, Leam Beatrice-Snow.....	City Point .....	
Finegan, Elizabeth Bernard.....	Newport News .....	Warwick
Ford, Ruth Ivanhoe .....	Newport News .....	Warwick
Ford, Katherine E. Harkamp....	Fredericksburg .....	Spottsylvania

NAME	ADDRESS	COUNTY OR CITY
Fox, Carrie Carlton.....	Ashland .....	Hanover
France, Muprey Vandiver.....	Newland .....	Richmond
Franklin, Bessie Leroy.....	Pamplin .....	Appomattox
Frazer, Ivarene Jordan.....	Massaponax .....	Spottsylvania
Frazer, Mattie Anderson.....	Spottsylvania .....	Spottsylvania
Frazer, Thelma Harris.....	Spottsylvania .....	Spottsylvania
French, Lula May.....	Roseville .....	Stafford
Garland, Ruth Ellen.....	Warsaw .....	Richmond
Gibbs, Myrtle Lea.....	Lawrenceville .....	Brunswick
Gilliam, Rosa Hamner.....	Sheppards .....	Buckingham
Glenn, Mabel Lewis.....	Morattico .....	Lancaster
Goodman, Nannie Davis.....	Beaver Dam .....	Hanover
Goodman, Sophie Louise.....	Cumberland .....	Cumberland
Gordon, Virginia Towles.....	Spottsylvania .....	Spottsylvania
Gouldman, Margaret Amelia.....	Fredericksburg .....	Fredericksburg
Goulding, Mary Edmonds.....	Rappahannock Academy.....	Caroline
Green, Lelia May.....	Atlee .....	Hanover
Green, Mattie Floyd.....	Atlee .....	Hanover
Green, Marian Roberta.....	Newport News .....	Warwick
Green, Helen Rouse.....	Thornhill .....	Orange
Gresham, Ella Stuart.....	Ottoman .....	Lancaster
Haile, Elizabeth C. Wright.....	Minor .....	Essex
Hargest, Anna Elizabeth.....	Comorn .....	King George
Harris, Estelle Somerville.....	Whites .....	Caroline
Harris, Mable Louise.....	Highland Springs .....	
Harris, Marion Louise.....	Fredericks Hall .....	Louisa
Harris, Jessie Elizabeth.....	Morganfield .....	Kentucky
Harrison, Grace Fitzhugh.....	Fredericksburg .....	Spottsylvania
Harwood, Mary Rebecca.....	Saluda .....	Middlesex
Harwood, Maria Louise.....	Saluda .....	Middlesex
Hamilton, Mariana Scott.....	Fredericksburg .....	Spottsylvania
Haught, Angelina Pleasy.....	Culpeper .....	Culpeper
Hawkins, Margaret Byron.....	Fredericksburg .....	Spottsylvania
Haynie, Virginia Elizabeth.....	Fredericksburg .....	Spottsylvania
Henderson, Florence Mabel.....	Bridgetown .....	Northampton
Hearn, Nellie Brook.....	Port Conway .....	King George
Herndon, Martha Frances.....	Richmond .....	Henrico
Herndon, Anna Lillian.....	Eheart .....	Orange
Herndon, Mary Catherine.....	Eheart .....	Orange
Hicks, Ruth Elmo.....	Rappahannock Academy .....	Caroline
Hodgson, Nellie.....	Kinsale .....	Westmoreland
Holland, Mabel Edwards.....	Holland .....	Nansemond
Holladay, Margaret Miller.....	Rapidan .....	Culpeper
Hollins, Mary Olive.....	Fredericks Hall .....	Louisa
Hudson, Baird Bryan.....	Thornhill .....	Orange
Hutcheson, Ilus Morton.....	Ashland .....	Hanover
Jackson, Verona .....	New Bern, N. C. ....	Craven
James, Anne MacGregor.....	Irvington .....	Lancaster
James, Margaret Travers.....	Belle Haven .....	Accomac
James, Lelia Marie.....	Belle Haven .....	Accomac
Janney, Rebecca Tyson.....	Occoquan .....	Prince William

NAME	ADDRESS	COUNTY OR CITY
Jenkins, Fannie Ona.....	Nuttsville .....	Lancaster
Jett, Hilda Amelia.....	Millenbeck .....	Lancaster
Jett, Grace Truman.....	Ferrell .....	King George
Jones, Dorothy Knowles.....	Partlow .....	Spottsylvania
Johnson, Sarah Beal.....	Brokenburg .....	Spottsylvania
Jones, Agnes Dauthat.....	Berthaville .....	King George
Johnson, Ruth Ellen.....	Fredericksburg .....	Spottsylvania
Kay, Lottie Neal.....	Sparta .....	Caroline
Kendall, Annie Meredith.....	Don .....	Spottsylvania
Kent, Mary Salome.....	Lottsburg .....	Northumberland
Kidd, Mary Tyrold.....	Newtown .....	King and Queen
King, Ruth Gertrude.....	Suffolk .....	Nansemond
Lankford, Amelia Elizabeth ....	Milton, N. C.....	Caswell
Langston, Mary Aleph.....	Holland .....	Nansemond
Lett, Lalie.....	Newport News .....	Warwick
Luck, Louise Carlton.....	Poindexter .....	Louisa
Lee, Mary Alice.....	Gera .....	King George
Mahon, Carrie Baylor.....	Gether .....	Caroline
Martin, Mary Bowie.....	Vaulakla .....	Caroline
Mason, Grace Crozer.....	Modest Town .....	Accomac
Mason, Neva Inez.....	Screamersville .....	
Matthews, Viola Virginia.....	Charlie Hope .....	Brunswick
McKann, Elsie Warner.....	Samos .....	Middlesex
McCalley, Iva Jeannette.....	Fredericksburg .....	Spottsylvania
McCanna, Lelia .....	West Point .....	King William
McKenney, Virginia Myrtis.....	Iberis .....	Lancaster
Metzger, Angie Amanda.....	Woodbridge .....	
Milbourne, Daisy Louise Burr...	Cape Charles .....	Northampton
Michie, Lillie Lee.....	Ivy Depot .....	
Millner, Eugenie Constance.....	Norfolk .....	
Messick, Rachel Scharborough...	Irvington .....	Lancaster
Moncure, Anne E. Stribling.....	Stafford .....	Stafford
Moncure, Virginia Andrews.....	Stafford .....	Stafford
Moncure, Roberta Ambler.....	Stafford .....	Stafford
Morgan, Fannie May.....	Warsaw .....	Richmond
Morton, Edna Watkins.....	Fredericksburg .....	Spottsylvania
Motley, Lizzie Lee.....	Rappahannock Academy .....	Caroline
Motley, Lillian Esther.....	Beasley .....	Essex
Morrison, Anna Elizabeth.....	Fredericksburg .....	Spottsylvania
Nash, Mayble Ada.....	Glen Allen .....	Henrico
Oliver, Ruth .....	Nathalie .....	Halifax
Omohundro, Charlotte Colona...	Farnham .....	Richmond
Omohundro, Mary Gladys.....	Farmers Fork .....	Richmond
Payne, Lucy .....	Parker .....	Spottsylvania
Parker, Gladys Tabitha.....	Index .....	King George
Pearson, Celia Lyon.....	Atlee .....	Hanover
Peden, Margaret Daniel.....	Fredericksburg .....	Spottsylvania
Perciful, Emily Shackleford.....	Nesting .....	Middlesex

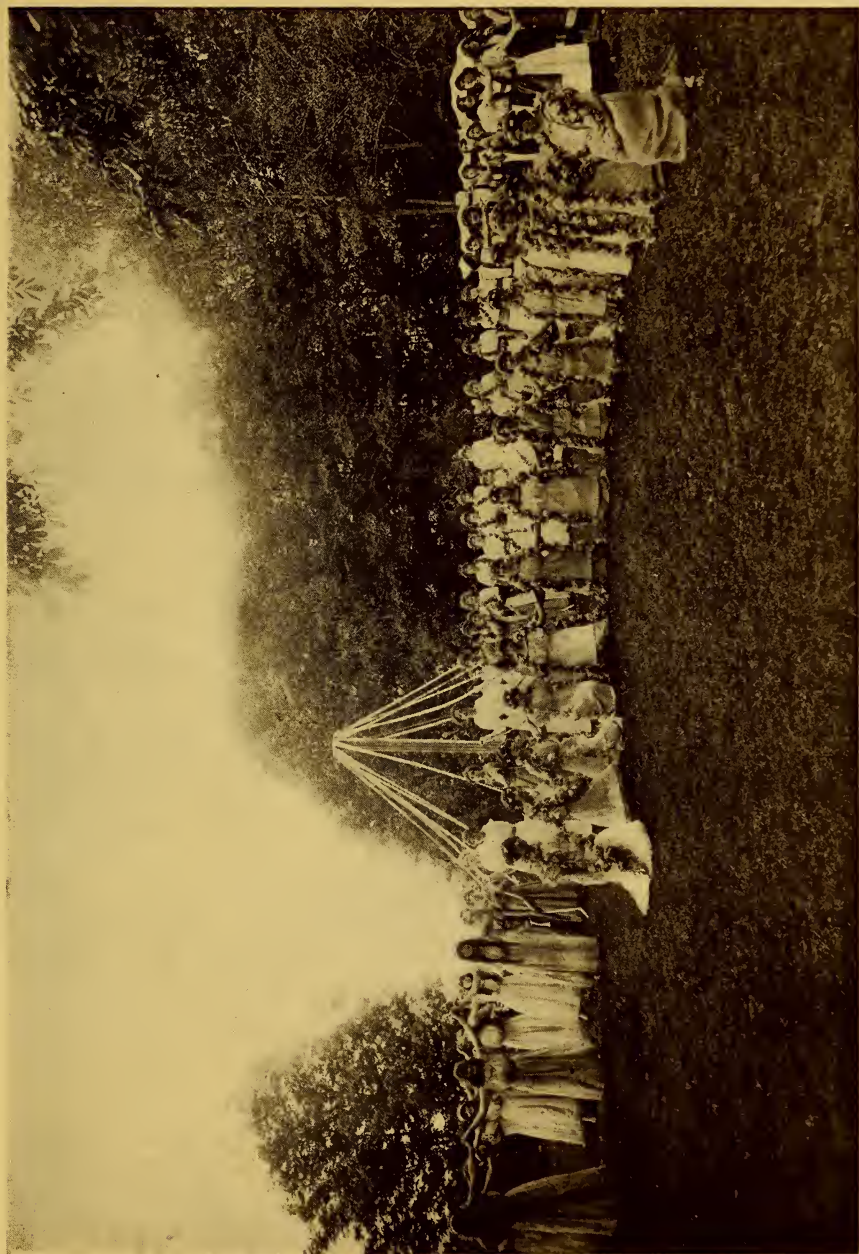
NAME	ADDRESS	COUNTY OR CITY
Pierce, Frances Sester.....	Windsor, N. C.....	Bertie
Pitt, Elizabeth Ramsey.....	Locust Hill .....	Middlesex
Phillips, Teamyhora Elizabeth...	Fort Worth, Texas.....	Tarrent
Phippings, Brancis Virginia.....	Owenton .....	King and Queen
Poindexter, Lucy Vaughan.....	Fredericks Hall .....	Louisa
Poindexter, Martha Rosalie.....	Fredericks Hall .....	Louisa
Powell, Ada Pearl.....	Hampton .....	Elizabeth City
Powers, Mary Isca.....	Meadow .....	Henrico
Pressey, Mollie Taylor.....	Newport News .....	Warwick
Randall, Edmonia Stuart.....	Falmouth .....	Stafford
Rains, Helen Harrington.....	Warsaw .....	Richmond
Ransone, Gertrude Elizabeth.....	Dunnsville .....	Essex
Renforth, Bethany Wade.....	Grafton .....	York
Rhea, Nell Kellam.....	Mobjack .....	Mathews
Richards, Clara Collins.....	Tunstall .....	New Kent
Rice, Seltine Constance.....	Heathsville .....	Northumberland
Richardson, Mary Minor.....	Ino .....	King and Queen
Rison, Grace Aurealia.....	Rison, Md. ....	Charles
Rison, Eloise Virginia.....	Rison, Md. ....	Charles
Rollins, Edna Stansburg.....	Welcome .....	King George
Roberts, Essie Lee.....	Birds Nest .....	Northampton
Roberts, Blanche Wester.....	Windsor .....	Isle of Wight
Roberts, Lillie French.....	Windsor.....	Isle of Wight
Rogers, Corrinne Lucille.....	Millenbeck .....	Lancaster
Saunders, Gertrude Patterson....	Suffolk .....	Nansemond
Saunders, Virginia Price.....	Hanover .....	Hanover
Sears, Lucy Litchfield.....	Mathews .....	Mathews
Scott, Ina Ethelwyn.....	Rio Vista .....	Henrico
Shuman, Lois Marie.....	Penola .....	Caroline
Simms, Pearl .....	Herndon .....	Fairfax
Siegel, Grace Baker.....	Mathews .....	Mathews
Simpson, Alice Laura.....	Clayville .....	Powhatan
Simpson, Ella Leigh.....	Clayville .....	Powhatan
Smith, Ethel Johnson.....	Blantons .....	Caroline
Smith, Mary Frances.....	Richmond .....	Henrico
Smith, Sex Nannie.....	Golansville .....	Caroline
Smith, Nettie Price.....	Dunbrooke .....	Essex
Smith, Elizabeth Anna.....	St. Just .....	Orange
Smith, Louise Curtis.....	Dare .....	York
Snead, Elmyra Lucinda.....	Rockville .....	Hanover
Spindle, Josephine Catherine....	Loretto .....	Essex
Stoneham, Lucy Blanche.....	Molusk .....	Lancaster
Stoneham, Garland Mildred.....	Molusk .....	Lancaster
Story, Virginia Thomas.....	Courtland .....	Southampton
Stearnes, Mary Helen.....	Fredericksburg .....	Spottsylvania
Straughan, Ayesha Leigh.....	Brokenburg .....	Spottsylvania
Straughan, Garland Lee.....	Warsaw .....	Richmond
Swift, Marion Gage.....	Fredericksburg .....	Spottsylvania
Sydnor, Nora Lee.....	Warsaw .....	Richmond
Tanner, Grace Kinnier.....	Roanoke .....	Botetourt
Taylor, Vesta Virgilia.....	Newport News .....	Warwick





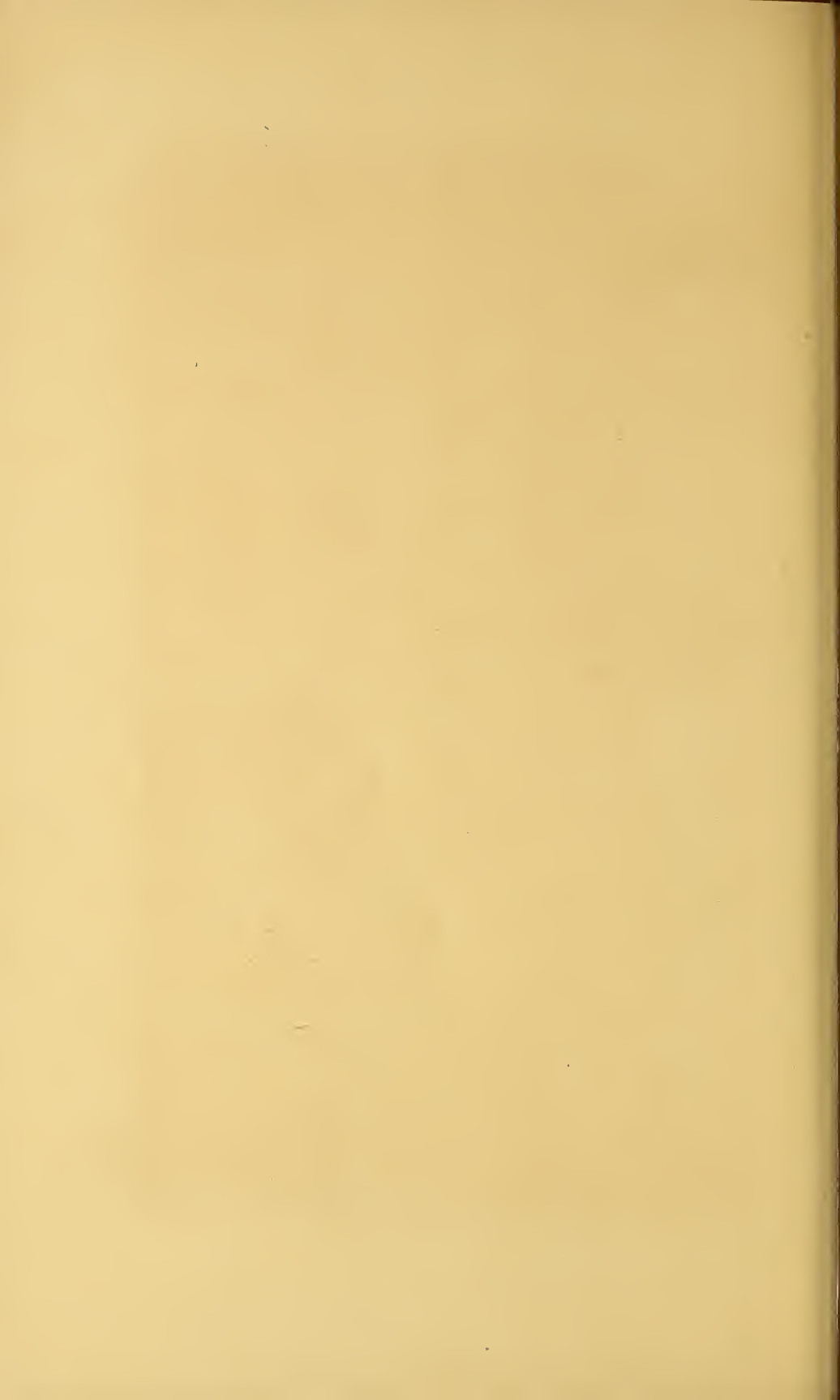
SECTION OF GROVE





MAY-POLE DANCE

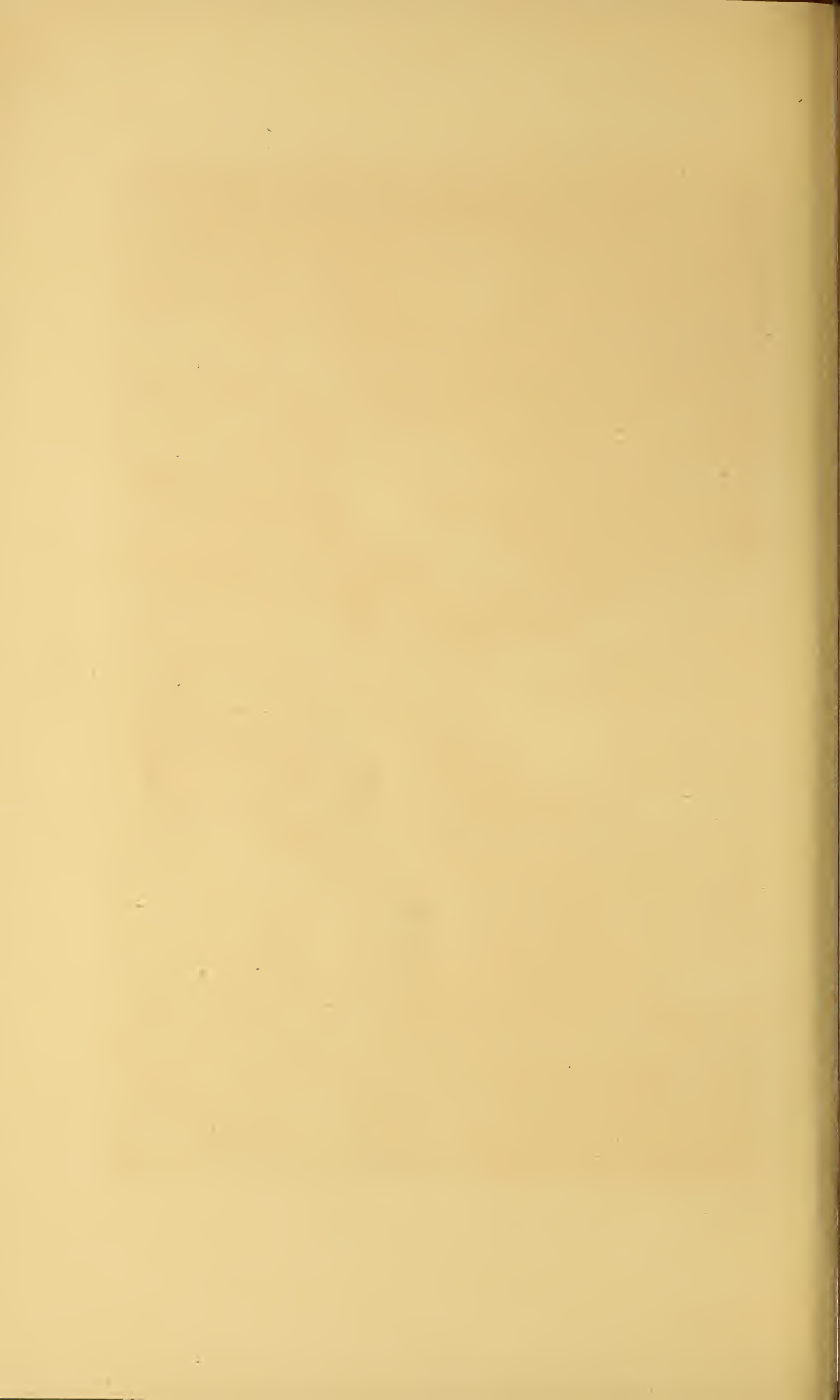








WORKING IN THE SCHOOL GARDEN





DRIVEWAY TO FREDERICKSBURG







CLASS IN COOKING





CLASS IN SEWING







SCHOOL GARDENS IN CONNECTION WITH TRAINING SCHOOL



NAME	ADDRESS	COUNTY OR CITY
Taylor, Margaret Randolph.....	Washington .....	District of Columbia
Taliaferro, Foster Elizabeth.....	Warsaw .....	Richmond
Thomasson, Elva McAlexander...	Emmerton .....	Richmond
Thomas, Mary Urquhart.....	Holden, W. Va.....	Logan
Thompson, Sarah Blanch.....	Beaver Dam .....	Hanover
Tompkins, Mary Frances.....	Fredericksburg .....	Spottsylvania
Towill, Mary Belle.....	Irvington .....	Lancaster
Trible, Emeline Christian.....	Dunnsville .....	Essex
Turner, Margaret Hyslop.....	Painter .....	Accomac
Vandegrift, Amy Esther.....	Norfolk .....	
Varn, Virginia Carolina.....	Walkerton .....	King and Queen
Vaughan, Cora Richerson.....	Mica .....	Caroline
Walton, Ruby Thelma.....	Glen Allen .....	Henrico
Waller, Lou Ella.....	Charlie Hope .....	Brunswick
Wenger, Mary Evaline.....	Screamersville .....	Spottsylvania
Williams, Margaret Augusta...	Fredericksburg .....	Spottsylvania
Williams, Rebecca Louise.....	Savedge .....	Prince George
Wilkins, Lucy Virginia.....	Herndon .....	Fairfax
Willis, Elvia Annette.....	La Cross .....	Mecklenburg
Willson, Susie Emily.....	Richmond .....	Henrico
Wheelhouse, Bessie Margaret...	Church Road .....	
White, Margaret Irvine.....	Churchville .....	Augusta
White, Gertrude Williamson....	Churchville .....	Augusta
White, Mary Bowie.....	Whites .....	Caroline
White, Beatrice Adelaide.....	Cape Charles .....	Northampton
Wright, Hilda Tempest.....	Upper Zion .....	Caroline
Wright, Judith Augusta.....	Tappahannock .....	Essex
Woody, Lucile Rosalie.....	Crewe .....	Nottoway
Woodward, Bettie Purkins.....	Saluda .....	Middlesex
Woolard, Jennie Grey.....	Washington, N. C. ....	Beaufort
Wynne, Helen Douglas.....	Drewryville .....	Southampton
Young, Jessie Ophelia.....	Atlee .....	Hanover

# State High School Course

## REQUIREMENTS FOR A FIRST-GRADE (FOUR-YEAR) HIGH SCHOOL

(Effective from and after July 1, 1916)

1. In addition to the principal, the full time of at least two teachers must be given to the teaching of high-school subjects.

2. At least three teachers must give their entire time to instruction in the elementary grades, and where the number enrolled in the elementary grades exceeds one hundred, one additional teacher must be provided for each thirty-five additional pupils.

3. A minimum of two periods (80 minutes) each day must be given by the principal to observation and supervision.

4. A standard system of records shall be kept, in permanent form, of the work of each pupil in the school.

5. When the texts selected for use in science are those indicated in the list of high-school text-books as requiring laboratory, ample laboratory equipment and laboratory instruction must be provided.

6. All teachers in the high-school department must hold certificates authorizing them to teach the subjects, or grades, which are assigned to them.

7. Teachers holding second- and third-grade certificates, and teachers without experience, holding high-school certificates, shall not be allowed to teach in the elementary department of the high school.

8. No school shall be accredited where, in the opinion of the inspector, the physical conditions of the building are such as to endanger the health of the pupils, or interfere with efficient instruction and supervision.

9. An enrollment of not less than thirty-five pupils must be maintained in the high-school department.

10. Not less than sixteen nor more than eighteen units shall be required for graduation. The units shall be distributed as follows:

English .....	4
Mathematics .....	2
History (U. S. History and Civics) .....	1
Science (In rural schools, Agricultural) .....	1
Electives .....	8
<hr/>	
Minimum total .....	16
Maximum total .....	18

NOTE.—No exceptions to or modification of these requirements will be allowed except in those schools where financial and educational conditions are so unusual as in the opinion of the Department of Public Instruction to warrant the making of special provisions for them. In each case, however, any and all exceptions to the requirements must be approved in advance by the Department of Public Instruction.

The above division of units is in accordance with changes made by the State Board of Education August, 1917.



## EXPLANATIONS AND SUGGESTIONS

1. It should be remembered in reading the above unit values that the standard unit *in time* is five forty-minute periods per week for thirty-six weeks. In the sciences requiring laboratory and field work, in the business course and in manual training, an eighty-minute laboratory period is required as the equivalent of a forty-minute recitation period, and a minimum of two eighty-minute laboratory periods per week must be given to each subject requiring laboratory work.

2. The choice of electives from the group should be made by the principal, in harmony with the views of the division superintendent and local school board. The term "elective" does not imply that the subject should be selected by the student. Whenever a school has a faculty more than sufficient to teach thoroughly the minimum number of units required, other subjects may be selected from the elective group. It is recommended that this be done only when the faculty is amply large.

3. In the rural high schools, one unit in agriculture (with laboratory and field work) is required, and, as a companion-course to agriculture, we strongly advise domestic science for the girls.

4. In those schools where domestic science is taught without laboratory, it is expected that the teacher will assign to the pupil a sufficient amount of laboratory work to be done by the pupil at home to satisfy the requirements for one unit in this subject. The pupil, however, must keep in her laboratory book a complete record of all work done out of school, which record must be approved by the teacher before credit can be given.

5. Credit will be given for all home, field, and club work in agriculture done by the boys either during school term or in vacation, and all home and club work in domestic science done by the girls either during school term or in vacation, provided a complete record of the work is kept by the pupils, and this record is approved by the agricultural demonstrator, the domestic science supervisor, or the domestic science teacher.

6. If First-Year Science (Snyder) and General Science (Clark) are used they should always be given in the first year of the science course, and under no conditions should First-Year Science (Snyder) and physical geography be given in the same course.

7. If any foreign language is chosen, we advise that it be taught throughout two years. While each of the foreign languages included in this course of study may have a full unit of time allotted it each year, it is questionable whether a high school with less than four teachers devoting all of their time to high-school instruction should attempt to teach more than one foreign language. It certainly is not advisable for a student to begin two foreign languages in the same year.

8. It is hoped that every teacher of English will stress, as far as possible, the study of Southern literature and Southern authors. Pupils should be specially encouraged to follow this line of reading and to familiarize themselves with the lives of the more famous writers. In order to assist teachers in this work a list of suggested readings in Southern literature appears in the appendix of this publication, immediately after the list of English classics. Due credit will be given pupils whose teachers substitute these selections for the regular or prescribed college entrance readings.

9. In the business course no pupil should be allowed to take typewriting and stenography until the third year of the high school. Penmanship and business arithmetic may be given in the first two years of the high school and should also be given, with less frequency, in the last two years.

This school will accept for entrance requirements, either the distribution of units according to the State High-School Course given above, or the following distribution:

English .....	4	units
Mathematics .....	1½	units
History .....	1	unit
Science .....	1	unit
Electives .....	8½	units
		<hr/>
		16 units

For the purpose of securing a high-school certificate the distribution of units according to the State High-School Course must be required.

In addition to graduation from a first-grade Virginia high school such graduates are now required by the State Department of Public Instruction to take one year of professional course in a Summer School as a prerequisite for the high-school certificate or the Junior Professional Course of the regular session of the State Normal School.

# Application for Admission

## STATE NORMAL AND INDUSTRIAL SCHOOL FOR WOMEN FREDERICKSBURG, VIRGINIA

1. Applicants for admission will please fill out this blank form, in their own handwriting, and forward it to the President of the School as early as practicable.

2. Prompt attention to this is urged in order to have a room in the dormitory reserved.

3. It is advisable that all applicants write the President of the School, stating fully the schools they have attended, and the work they have completed.

4. Mail this blank to E. H. RUSSELL, *President*,  
Fredericksburg, Va.

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Date....., 19....

1. Name..... 2. Age.....  
3. Post-office .....  
4. County .....  
5. Name of parent or guardian.....  
6. (a) What school did you last attend?.....  
(b) Are you a graduate?..... (c) If not, number high-school sessions completed.....  
7. Do you hold a teacher's certificate?..... 8. Grade.....  
9. Have you taught?..... 10. How long?.....  
11. Is your health good?.....  
12. Do you wish a room reserved for you in the dormitory?.....  
13. Do you wish a State appointment entitling you to free tuition?.....  
..... 14. If so, is it your intention to teach in the public schools of Virginia?.....  
Free tuition is given a limited number of those who have taught or expect to teach in the Public Schools.

Name in full.....

If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following:

I hereby recommend.....  
for appointment as a State Scholarship student.

(Signed).....  
*Superintendent of Schools.*

# Advertisement for the

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